

VISIT...

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Monkey to the Top

A Reading A-Z Level F Benchmark Book

Word Count: 172

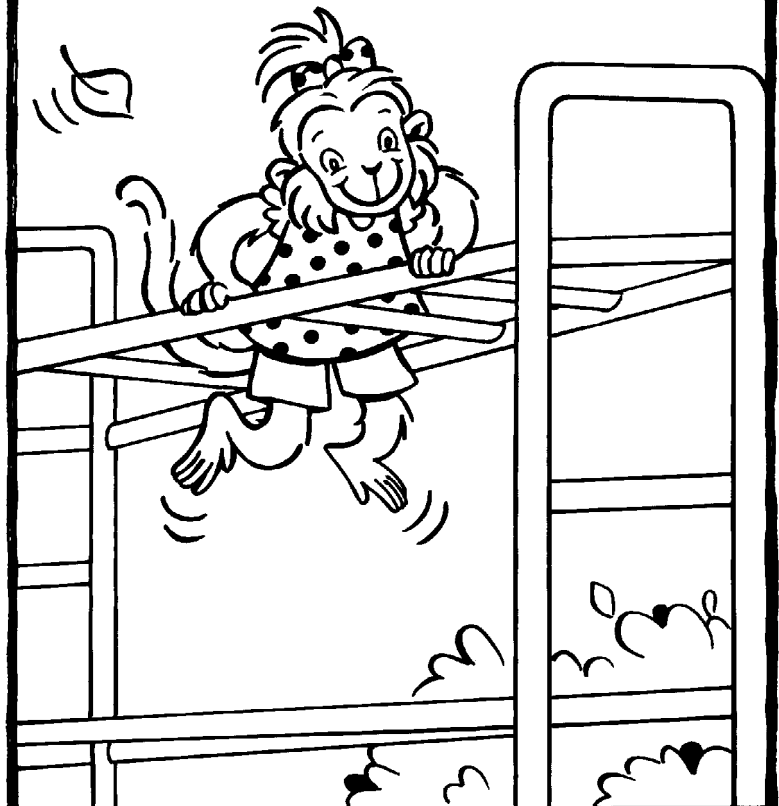



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BENCHMARK • F

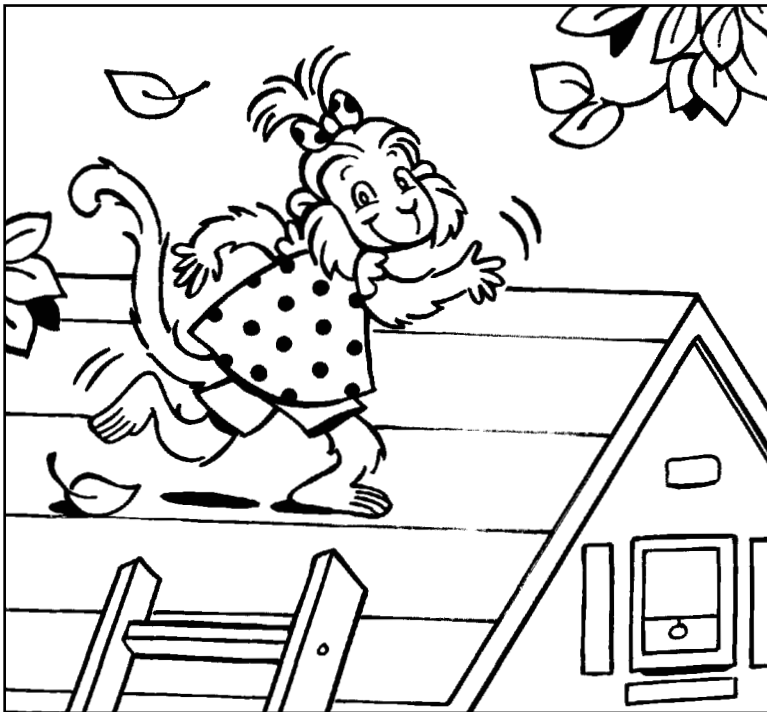
Monkey to the Top



Written by Cheryl Ryan • Illustrated by Nora Voutas

www.readinga-z.com

Monkey to the Top



Written by Cheryl Ryan
Illustrated by Nora Voutas

www.readinga-z.com

Monkey to the Top
Level F Benchmark Book
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Illustrated by Nora Voutas

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Learning Page
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Tucson, AZ 85718

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Correlation

LEVEL F

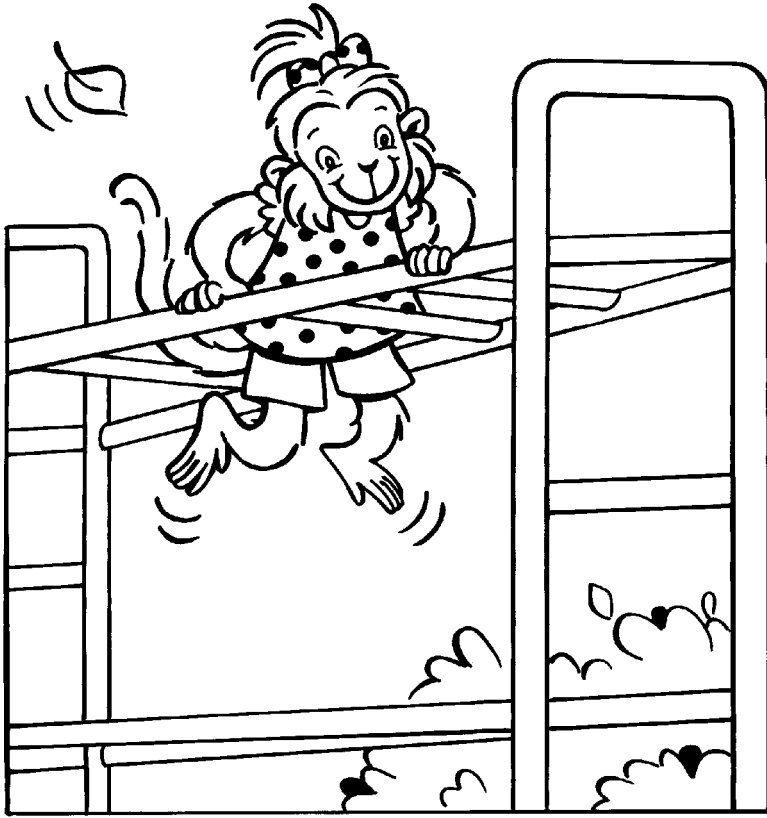
Fountas & Pinnell	F
Reading Recovery	9-10
DRA	10



Molly the monkey
likes to climb.
She climbs almost
everything.
She loves to climb
to the very top of things.



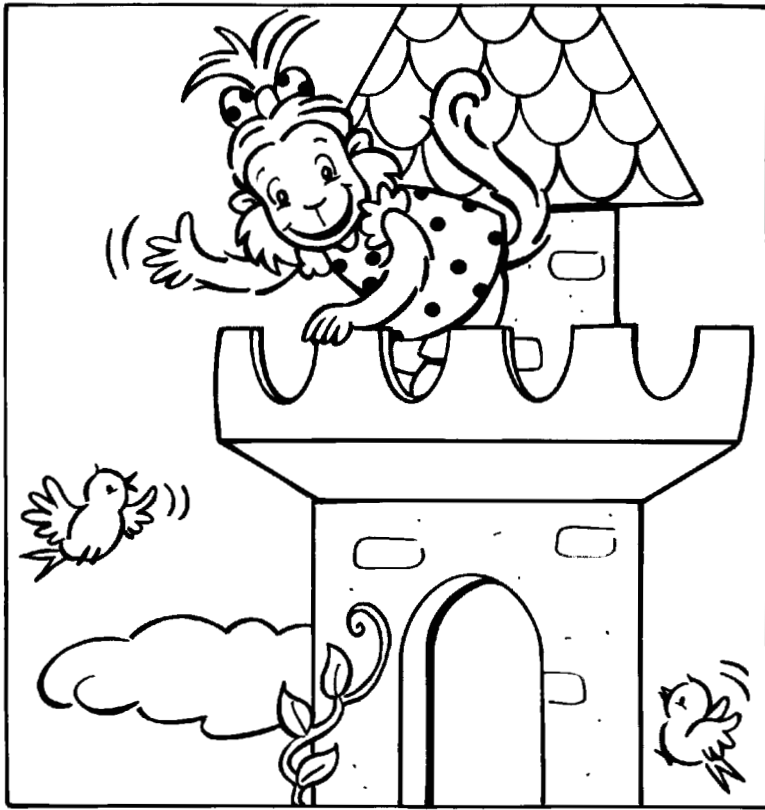
Molly climbs all day long.
She climbs a big, tall tree.
She goes to the
top branch of the tree.



She likes to climb
on monkey bars.
She climbs in and
out of the bars.
She reaches the top
of the monkey bars.



Molly climbs up
a tall flagpole.
She goes all the way
to the very top.



Molly likes to climb
the tall tower.
Up and up and up
she goes.
She climbs all the way
to the top.



Molly climbs up
the big ladder.
She climbs up the ladder
to the roof.
Then she climbs the roof
to the top of the house.



Molly likes to climb
high mountains.
She climbs all the way
to the top.
She likes climbing
mountains most of all.



Molly likes being on top.
But Molly always
has to come down.
Sometimes, coming down
is more fun than
being on top.
Sometimes it is not.

Reading a-z Running Record

Level F

Student's Name _____ Date _____

Monkey to the Top
172 words

Have the student read out loud as you record.

Assessed by _____

page	E = errors S-C = self-correction M = meaning S = structure V = visual	E	S-C	E			S-C		
				M	S	V	M	S	V
3	Molly the monkey likes to climb. She climbs almost everything. She loves to climb to the very top of things.								
4	Molly climbs all day long. She climbs a big, tall tree. She goes to the top branch of the tree.								
5	She likes to climb on monkey bars. She climbs in and out of the bars. She reaches the top of the monkey bars.								
6	Molly climbs up a tall flagpole. She goes all the way to the very top.								
7	Molly likes to climb the tall tower. Up and up and up she goes. She climbs all the way to the top.								
8	Molly climbs up the big ladder. She climbs up the ladder to the roof. Then she climbs the roof to the top of the house.								
9	Molly likes to climb high mountains. She climbs all the way to the top. She likes climbing mountains most of all.								
10	Molly likes being on top. But Molly always has to come down. Sometimes, coming down is more fun than being on top. Sometimes it is not.								
Totals									

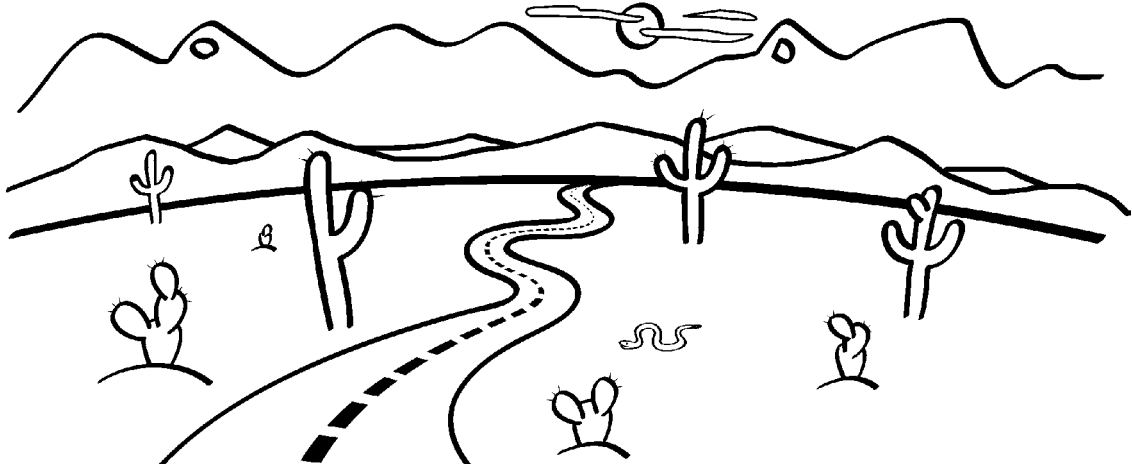
Accuracy Rate:

Error Rate:

Self-correction Rate:

BENCHMARK • F

Many Roads

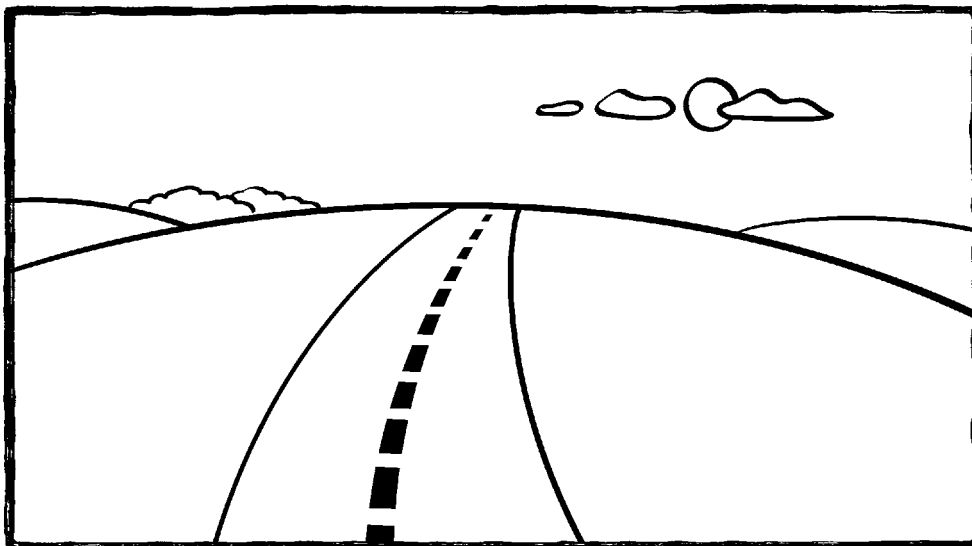


Written by Vic Moors • Illustrated by Fred Volke

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Many Roads

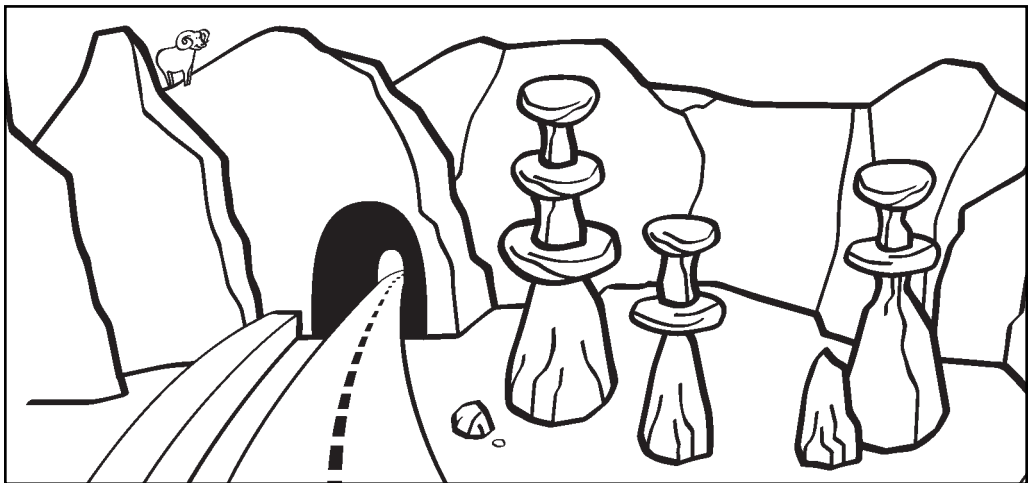
A Reading A-Z Level F Benchmark Book • Word Count: 161




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Many Roads



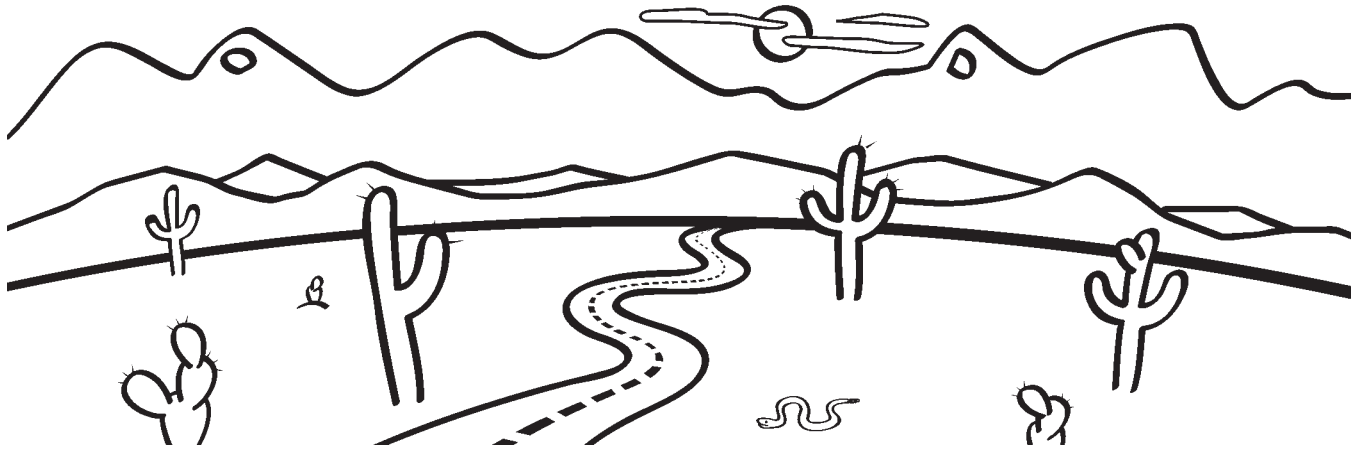
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10	DRA
9-10	Reading Recovery
F	Fountas & Pinnell

LEVEL F
Correlation

Many Roads
Level F Benchmark Book
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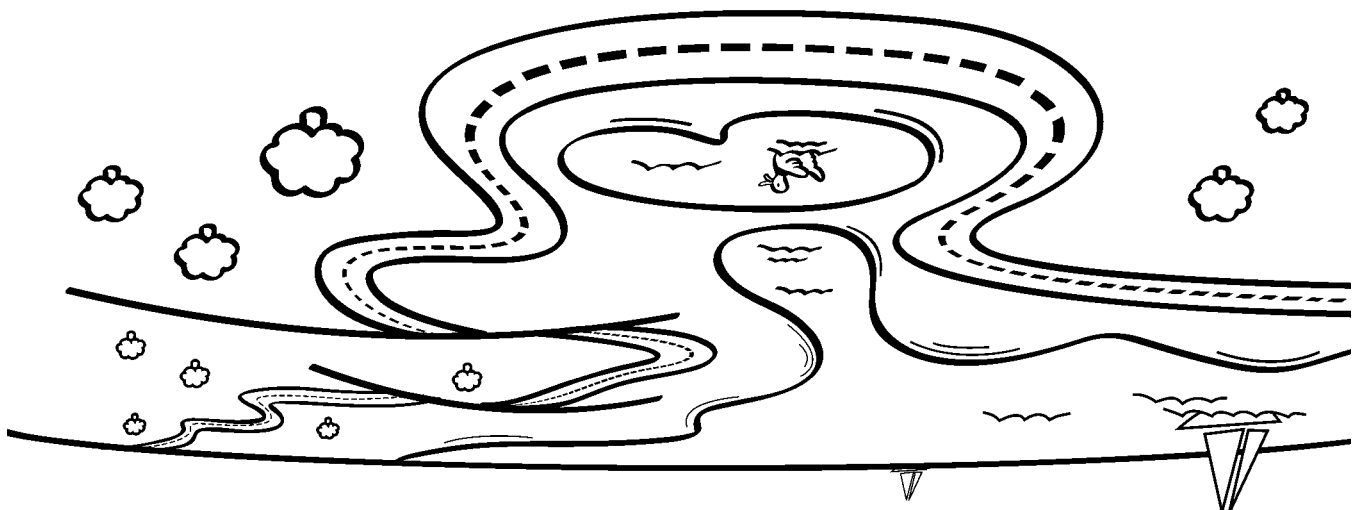


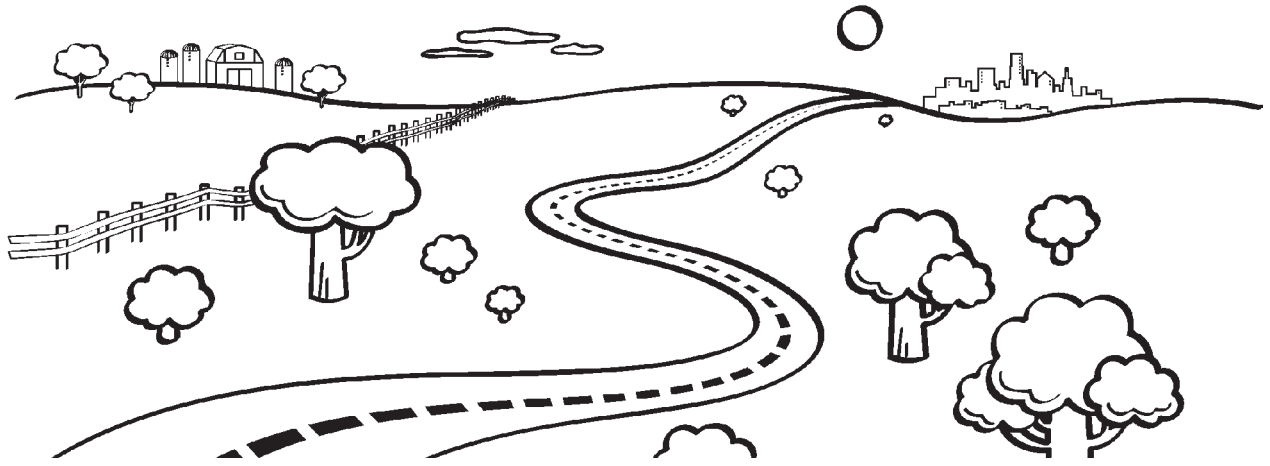
Roads, roads go everywhere.
 Roads go here, and roads go there.
 Look at the road.
 What do you see?

3

I see a road going around corners.
 Twisting and turning, the road goes on.
 It winds around and around.

4



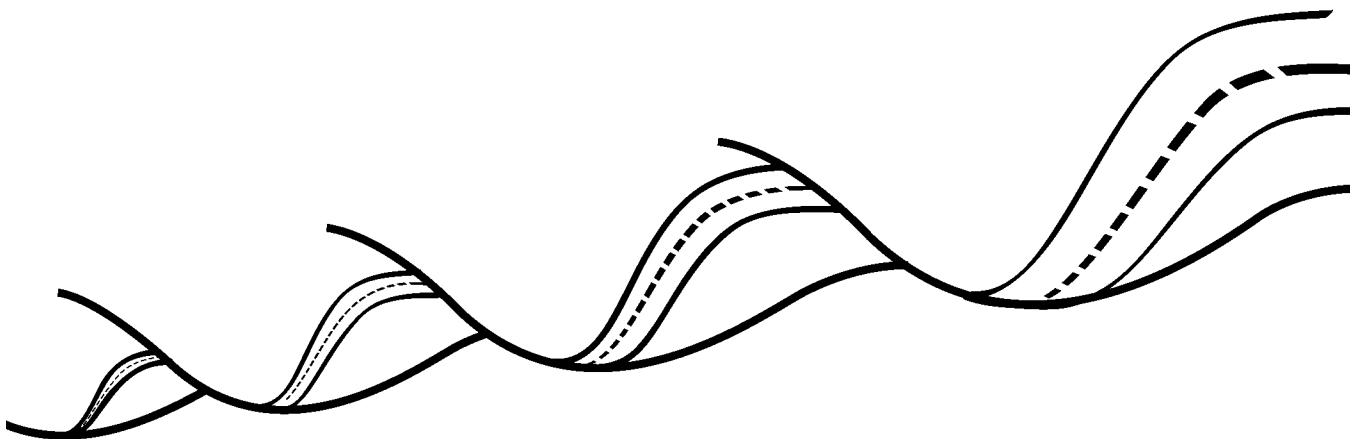


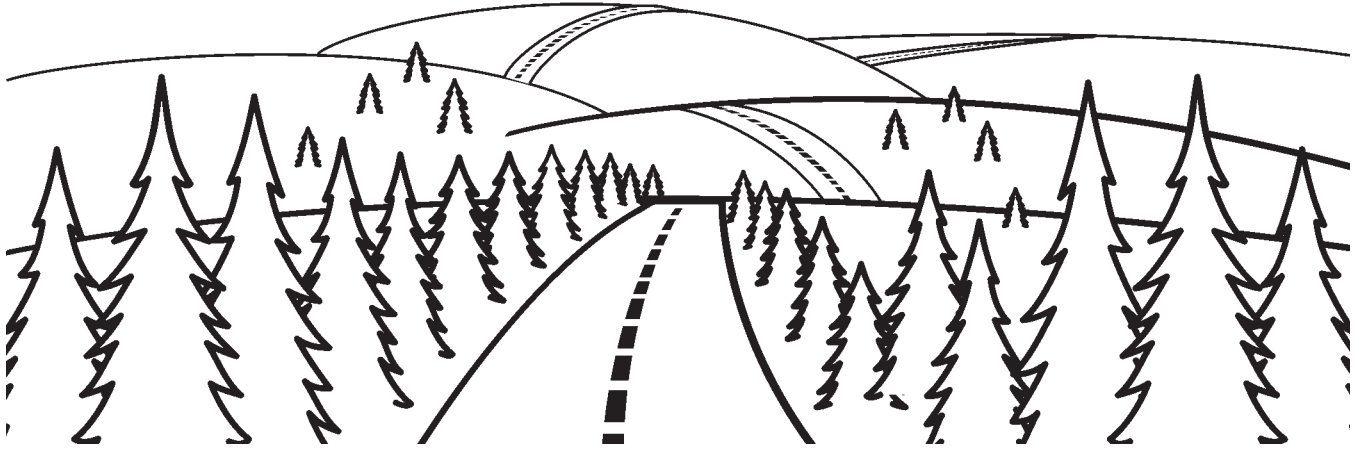
Roads go through the country.
 They go to big cities.
 Look at the road.
 What do you see?

5

I see a road going up the hill.
 I see a road going down the hill.
 Like a roller coaster,
 the road goes up and down.

6



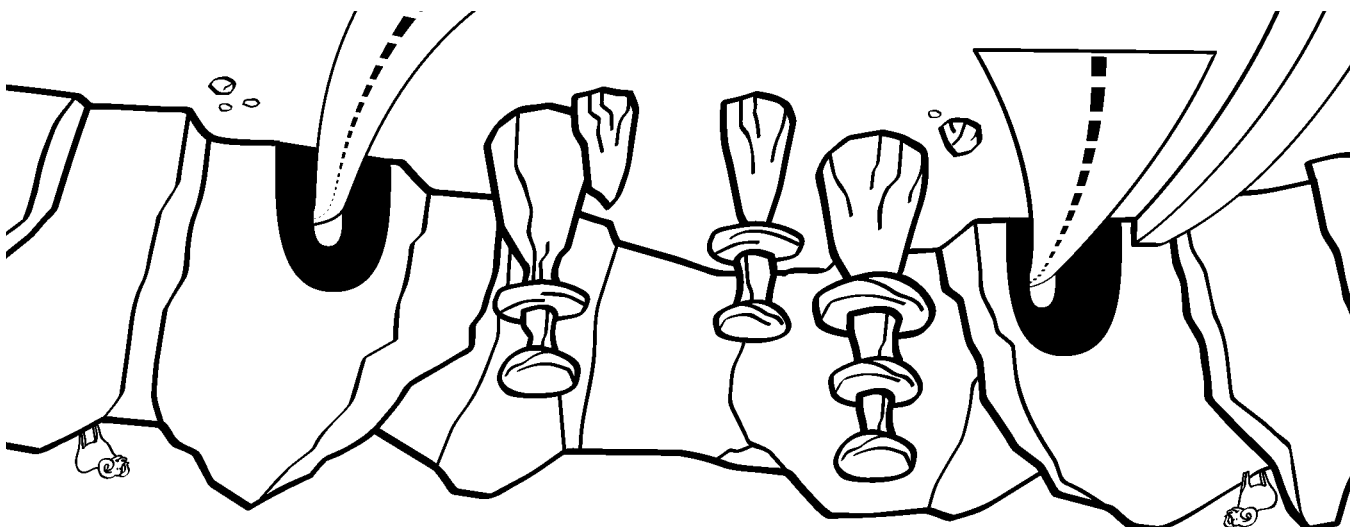


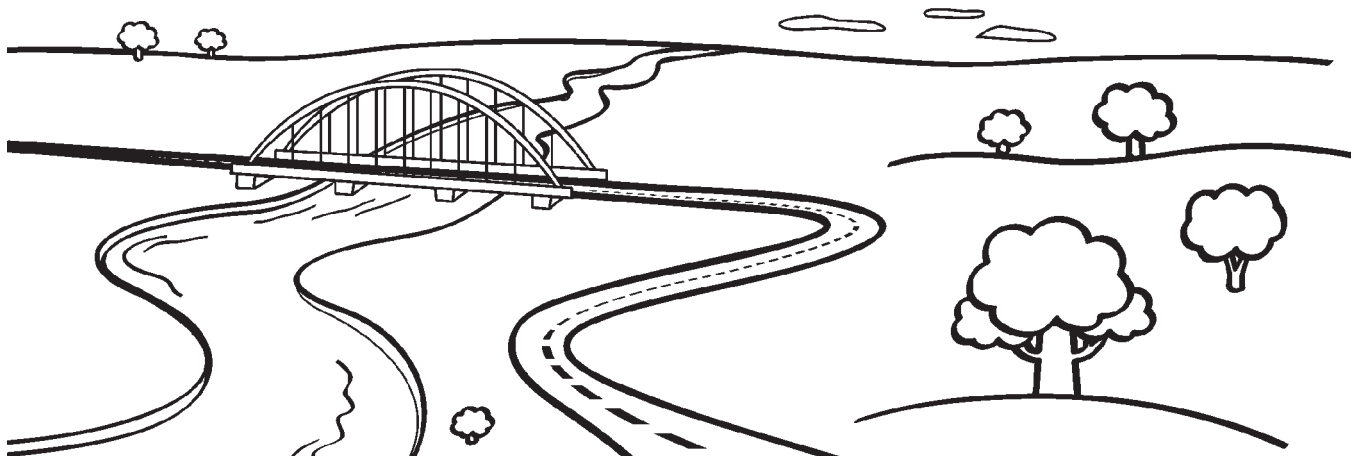
Roads go over mountains.
 They go through forests.
 Look at the road.
 What do you see?

7

I see a road going into the tunnel.
 I see a road coming out of the tunnel.
 In and out of the tunnel, the road keeps going.

8



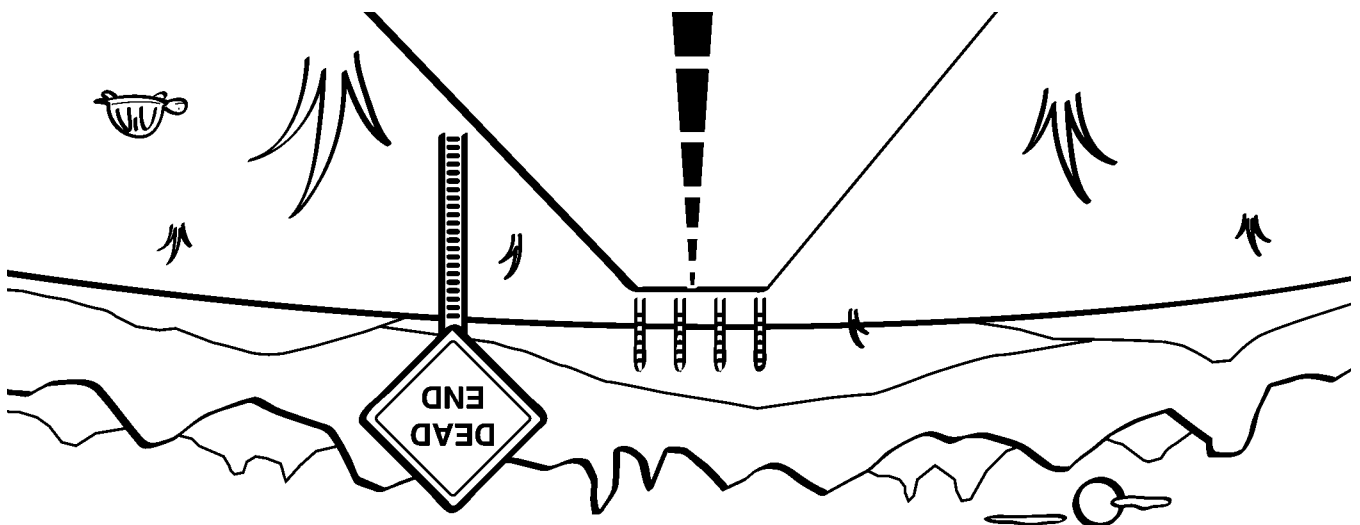


Roads cross over rivers.
They are on bridges.
Look at the road.
What do you see?

9

I see a road that goes nowhere.
I see a road that just stops.
Wow, it is a dead end.

10



Reading a-z Running Record

Level F

Student's Name _____ Date _____

Many Roads
161 words

Have the student read out loud as you record.

Assessed by _____

page	E = errors S-C = self-correction M = meaning S = structure V = visual	E	S-C	E			S-C		
				M	S	V	M	S	V
3	Roads, roads go everywhere. Roads go here, and roads go there. Look at the road. What do you see?								
4	I see a road going around corners. Twisting and turning, the road goes on. It winds around and around.								
5	Roads go through the country. They go to big cities. Look at the road. What do you see?								
6	I see a road going up the hill. I see a road going down the hill. Like a roller coaster, the road goes up and down.								
7	Roads go over mountains. They go through forests. Look at the road. What do you see?								
8	I see a road going into the tunnel. I see a road coming out of the tunnel. In and out of the tunnel, the road keeps going.								
9	Roads cross over rivers. They are on bridges. Look at the road. What do you see?								
10	I see a road that goes nowhere. I see a road that just stops. Wow, it is a dead end.								
Totals									

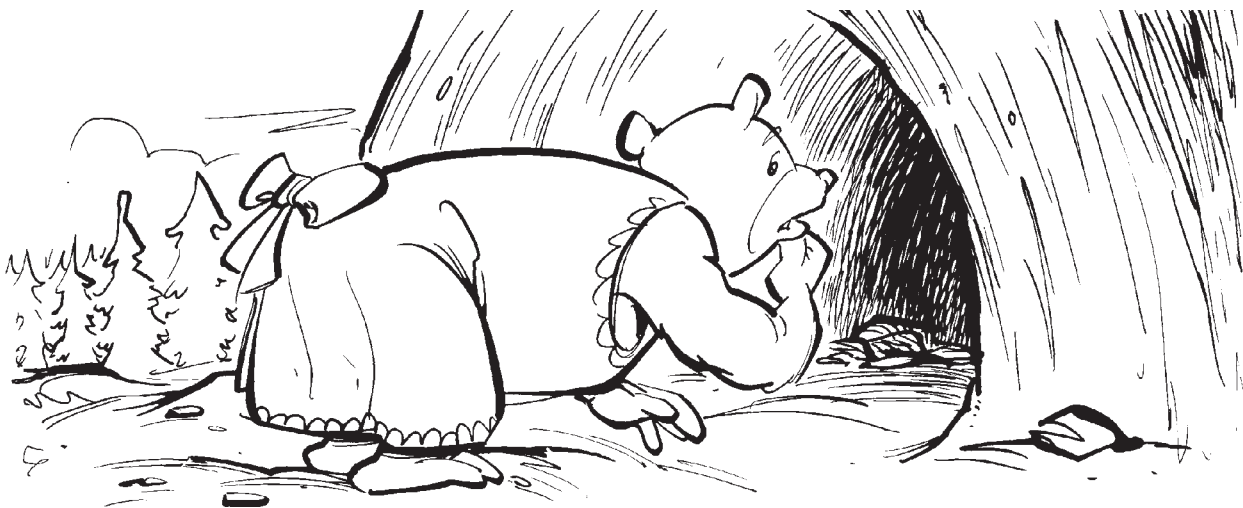
Accuracy Rate:

Error Rate:

Self-correction Rate:

LEVELED READER • F

Where Is Cub?

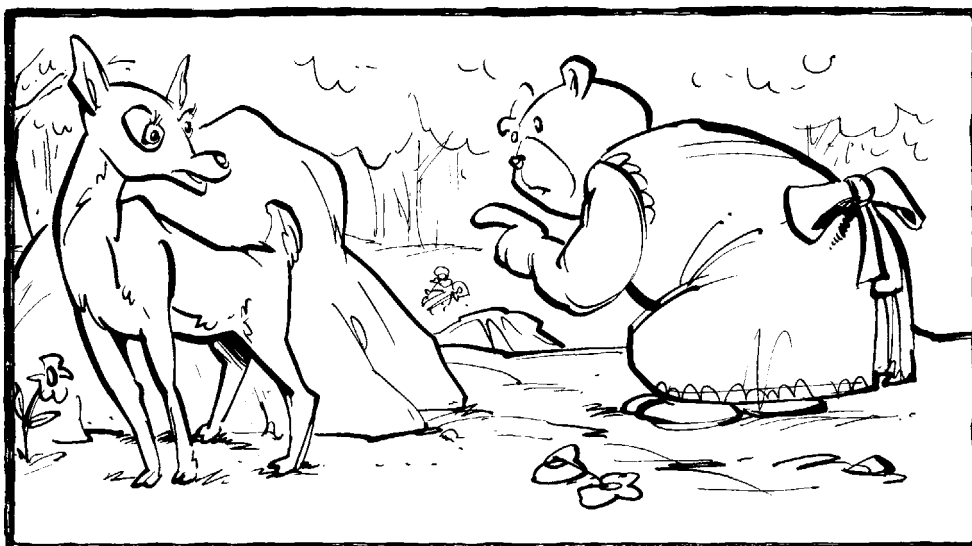


Written by Brian Roberts • Illustrated by A. Spencer

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Where Is Cub?

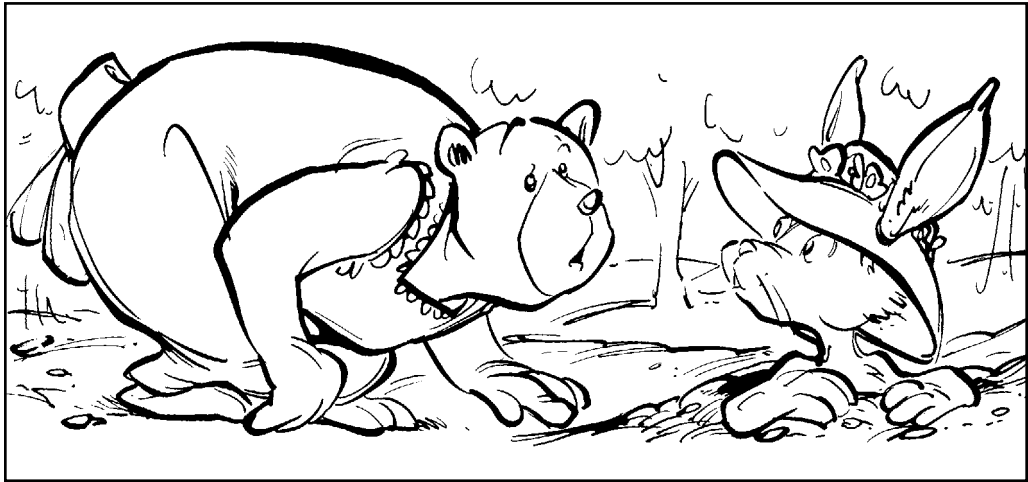
A Reading A-Z Level F Leveled Reader • Word Count: 153



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Where Is Cub?



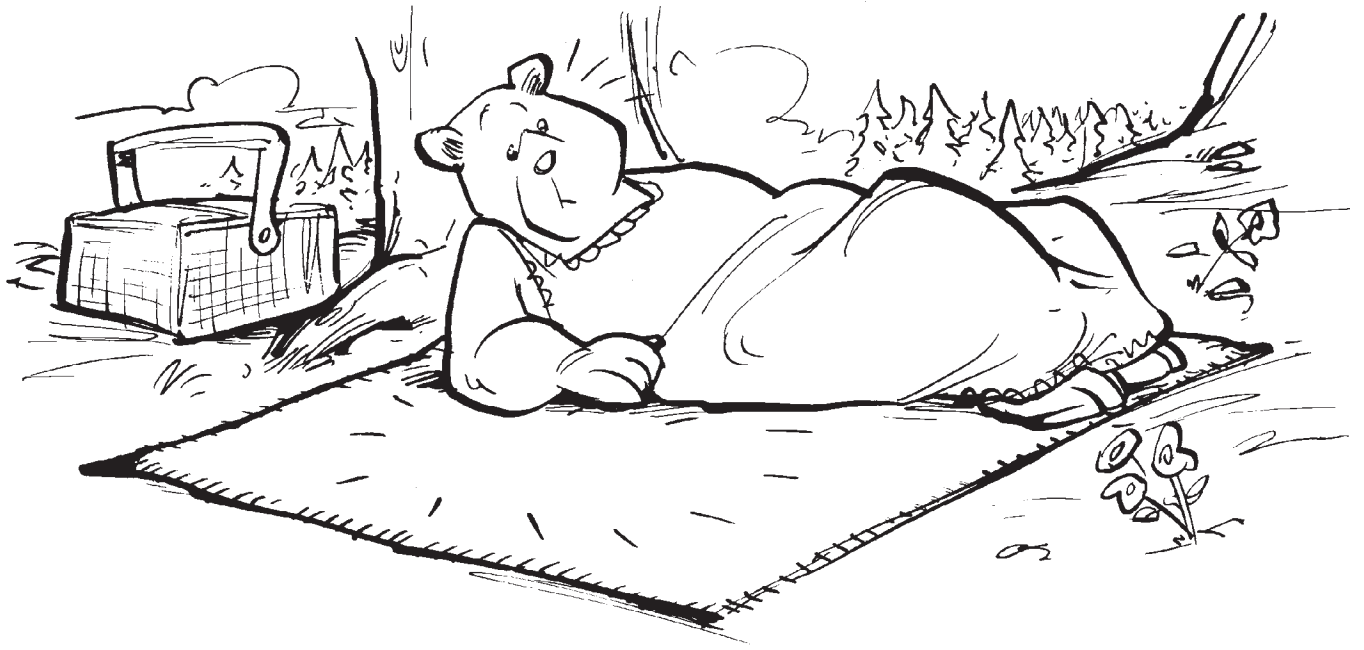
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Illustrated by A. Spencer

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10	DRA
9-10	Reading Recovery
F	Fountas & Pinnell

LEVEL F
Correlation

Where Is Cub?
Level F leveled Reader
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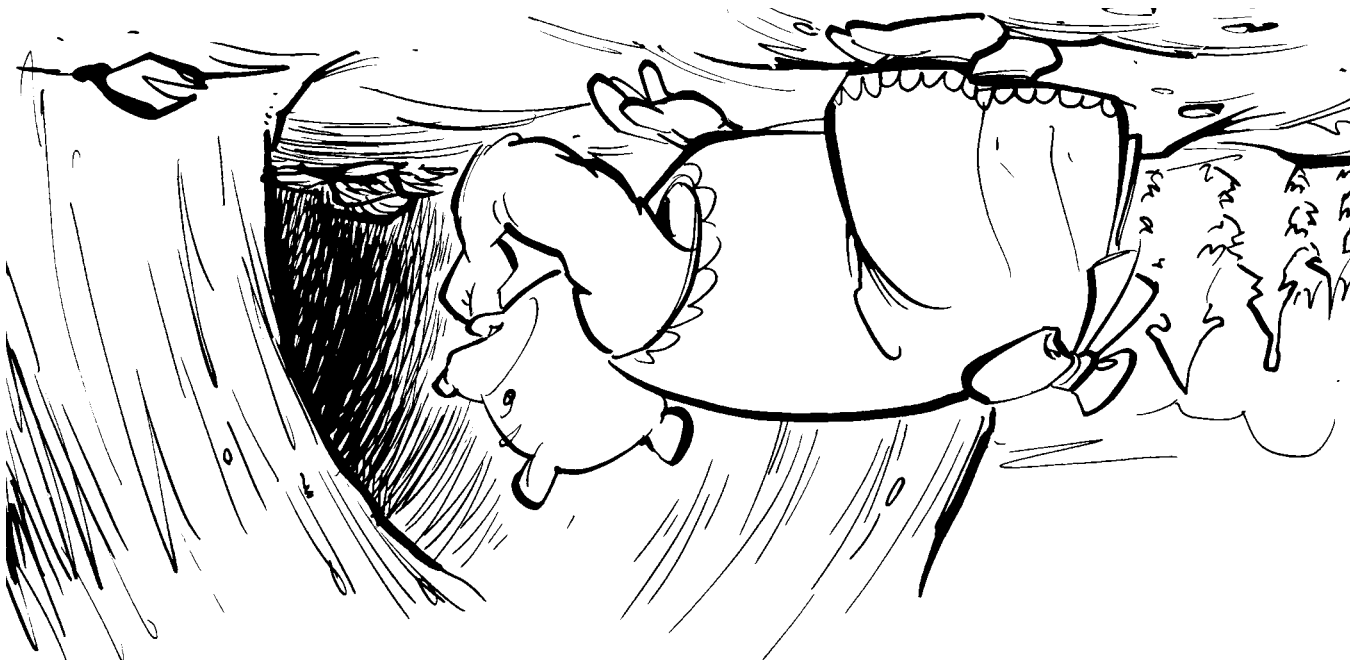


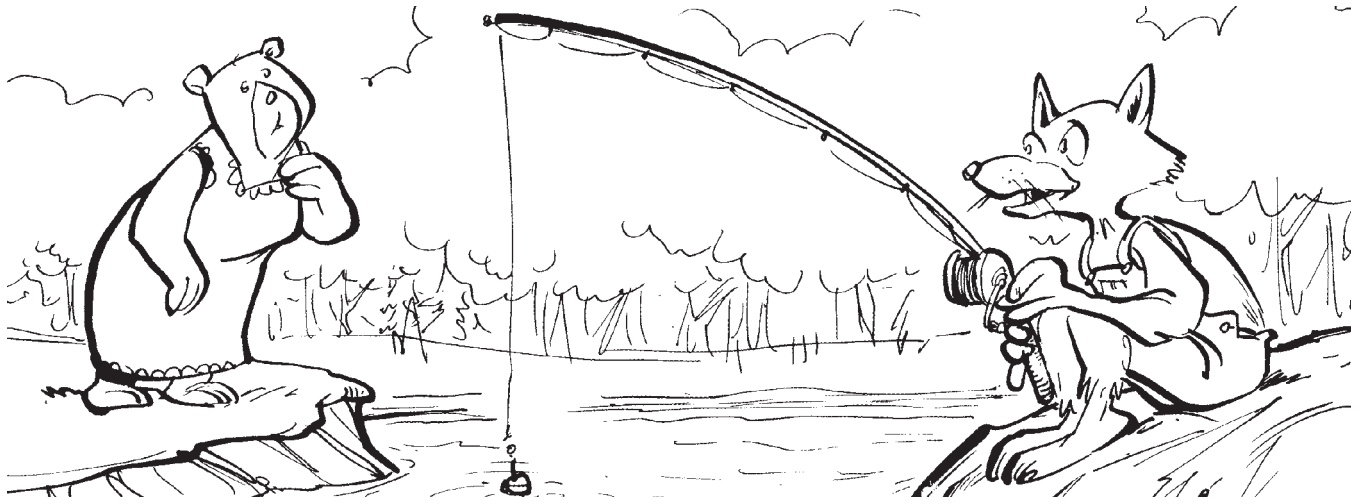
Mother Bear wakes up.
Her cub is missing.

3

She looks for her cub in the cave.
She cannot find him.

4



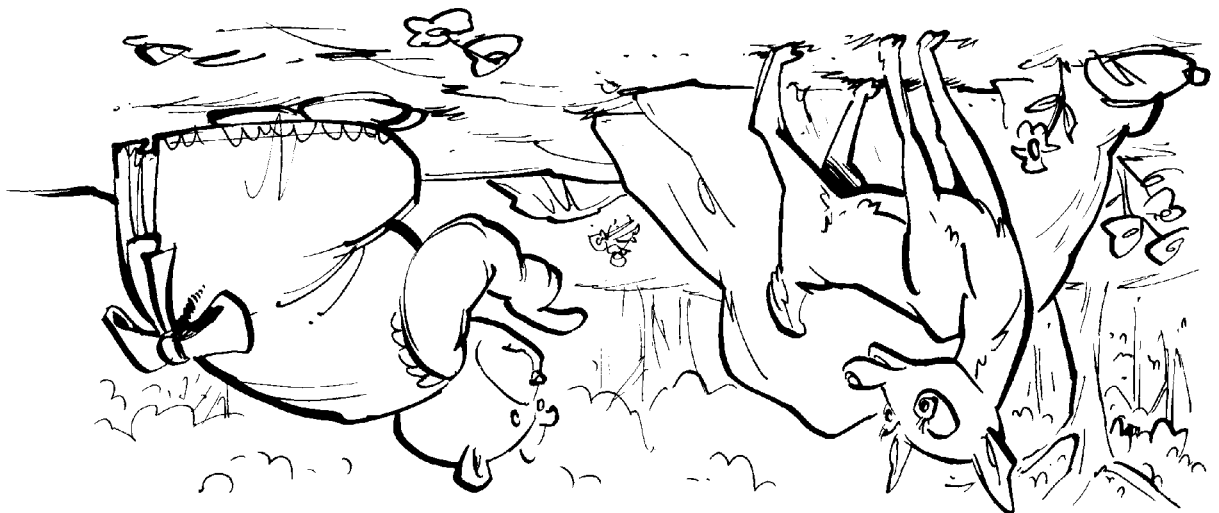


Mother Bear goes to Freddy Fox.
 "Have you seen my cub?" she asks.
 "He is missing, and I am worried."
 "No, I have not," says Mr. Fox.

5

Mother Bear goes to Doris Deer.
 "Have you seen my cub?" she asks.
 "He is missing, and I am worried."
 "No, I have not," says Ms. Deer.

6



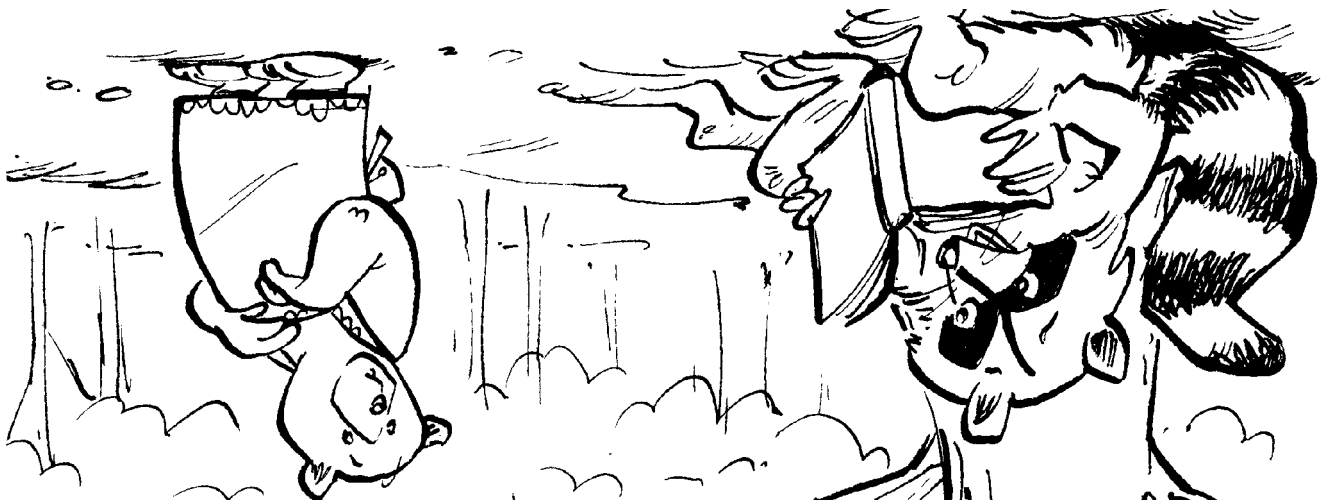


Mother Bear goes to Rita Rabbit.
"Have you seen my cub?" she asks.
"He is missing, and I am worried."
"No, I have not," says Mrs. Rabbit.

7

Mother Bear goes to Robert Raccoon.
"Have you seen my cub?" she asks.
"He is missing, and I am worried."
"No, I have not," says Mr. Raccoon.

8



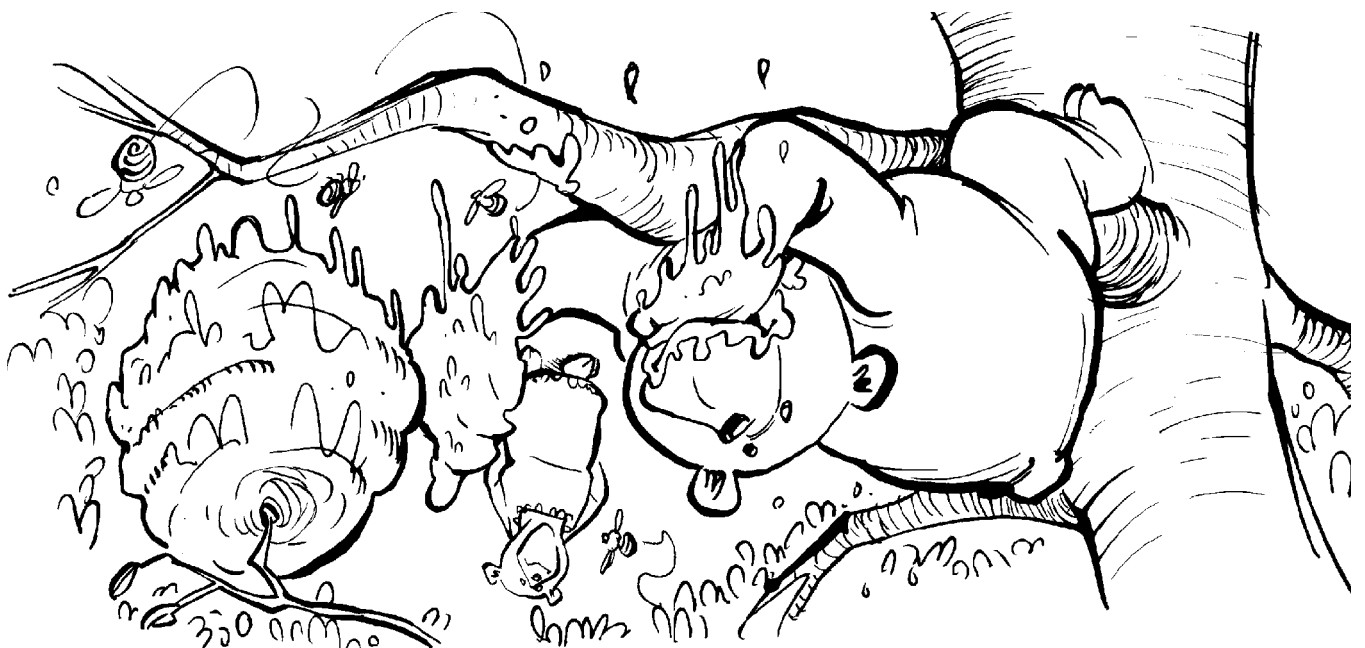


Mother Bear hears a bee buzzing.
 "Have you seen my cub?" she asks.

9

"Yes, I have," says the bee.
 "And he is eating our honey."

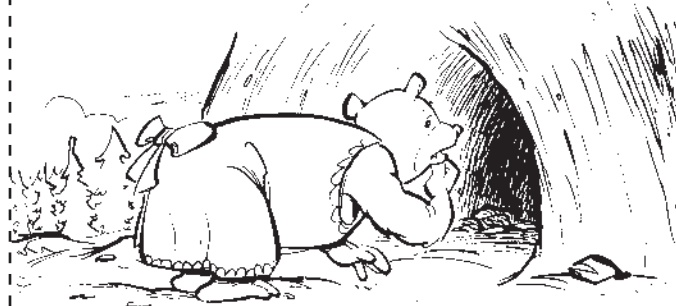
10



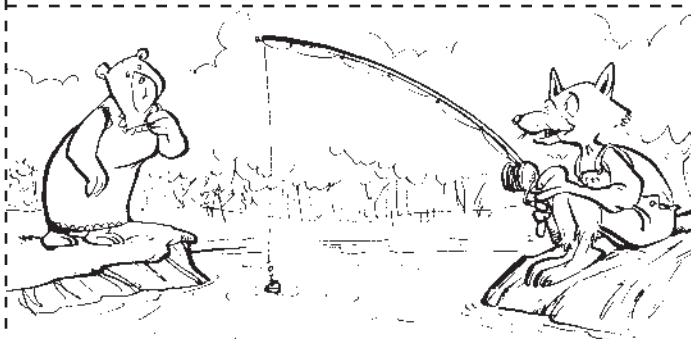
Name _____



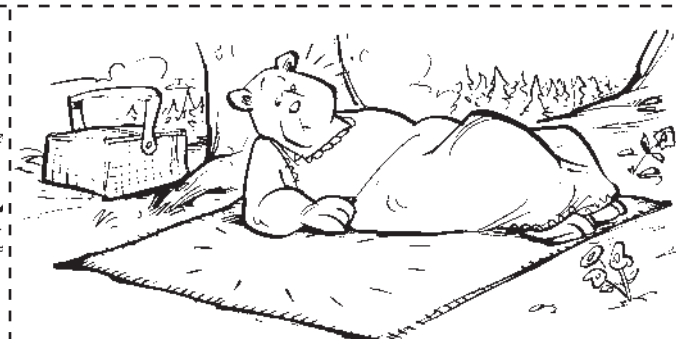
Blank box for labeling the first illustration.



Blank box for labeling the second illustration.



Blank box for labeling the third illustration.



Blank box for labeling the fourth illustration.

WHERE IS CUB? • LEVEL F • 1

Mother Bear's cub is missing.

Mother Bear goes to the fox.

She looks in the cave.

Mother Bear goes to the bee.

SKILL: SEQUENCE EVENTS

INSTRUCTIONS: Have students cut apart the pictures and sentences. Have them match each sentence to the correct picture and paste them together. Then have students number the pictures in order on the back.

Name _____



she

her

look

cannot

ask

have

goes

mother

she

her

look

cannot

ask

have

goes

mother

WHERE IS CUB? • LEVEL F • 2

SKILL: HIGH-FREQUENCY WORDS

INSTRUCTIONS: Read each word with students. Then have them cut apart the words and use them to play Concentration.

LEVELED READER • F

Josh Gets Glasses

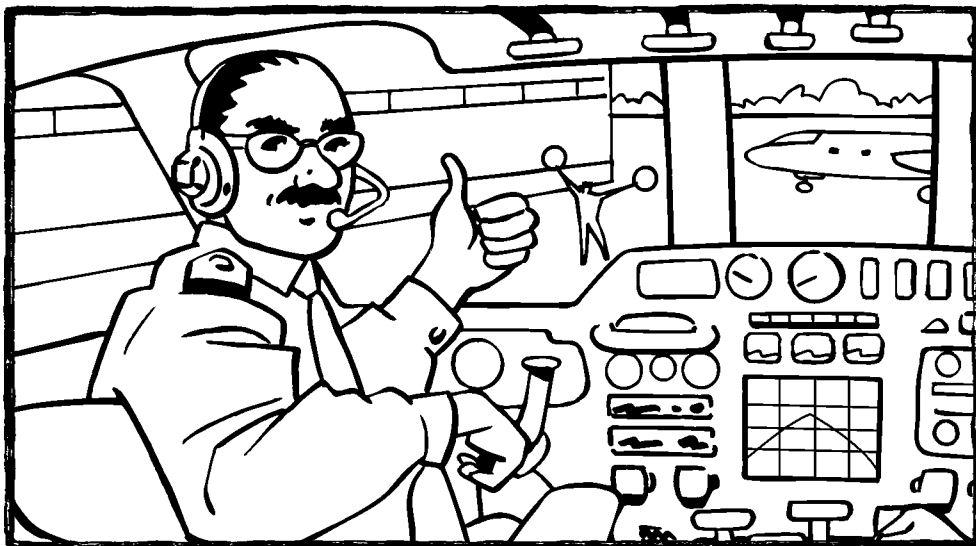


Written by Susan Spence-Allard • Illustrated by David Cockcroft

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Josh Gets Glasses

A Reading A-Z Level F Leveled Reader • Word Count: 183



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Josh Gets Glasses



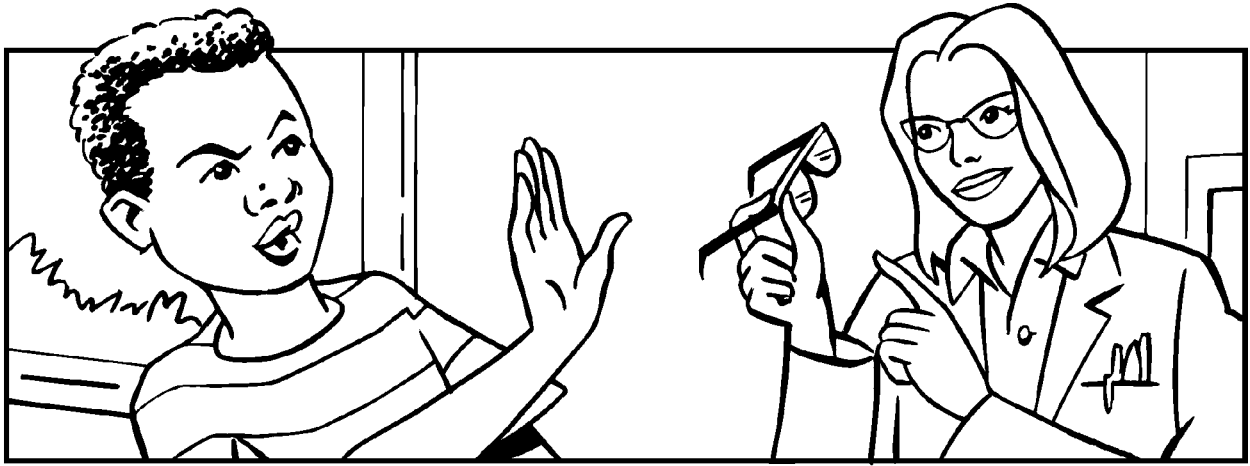
Written by Susan Spence-Allard
Illustrated by David Cockcroft

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LEVEL F	
F	Fountas & Pinnell
9-10	Reading Recovery
10	DRA

Correlation

Josh Gets Glasses
Level F leveled Reader
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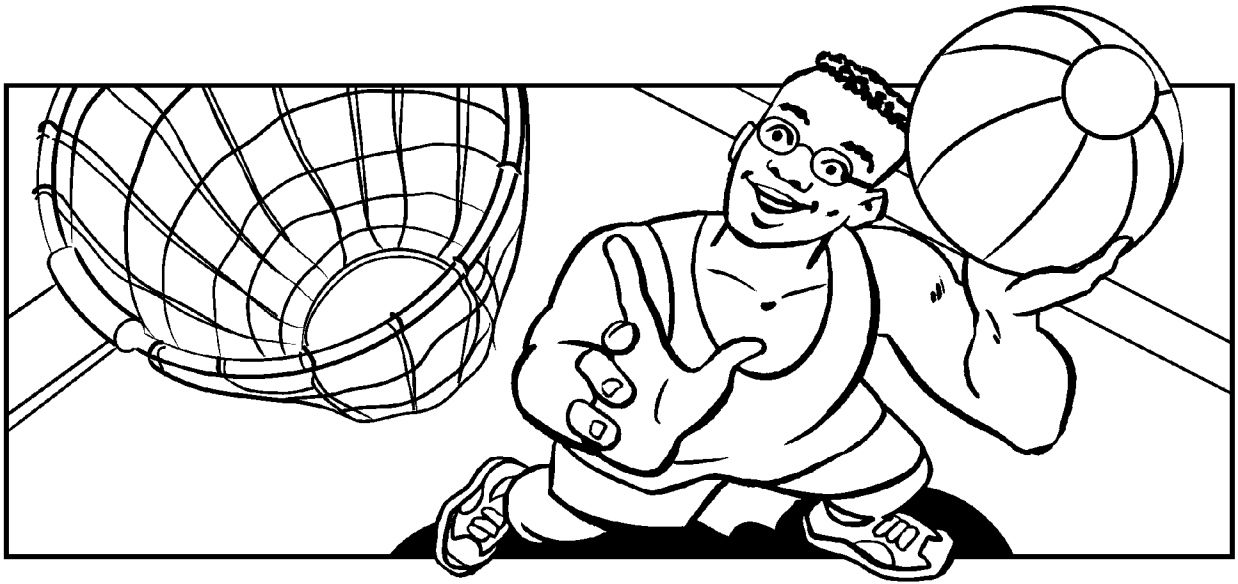
The eye doctor said I need glasses.
I told her, "No way.
I will look silly."
She went on to tell me more.

3

She said, "Lots of people wear glasses.
They don't look silly."

4



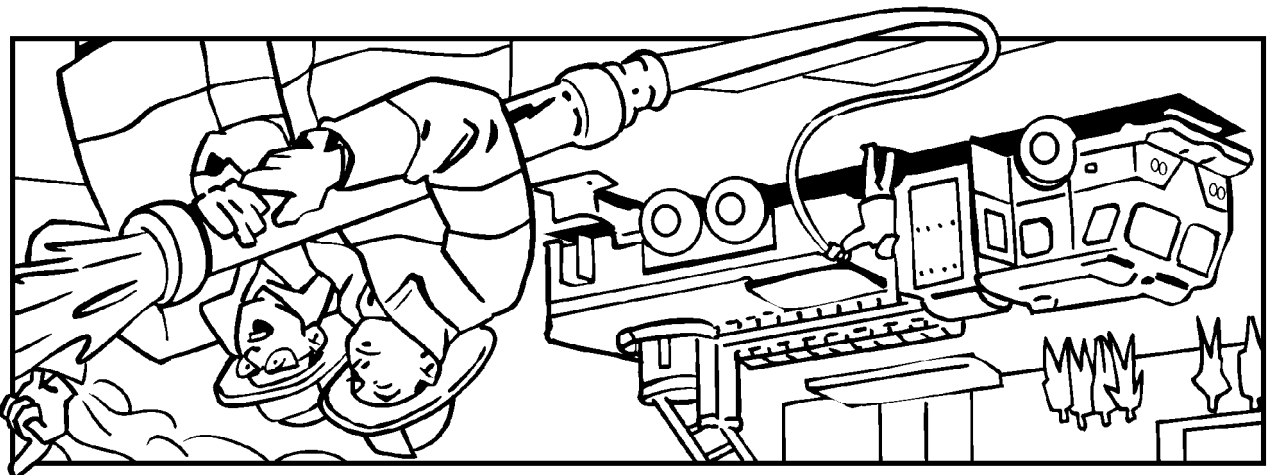


"Some basketball players wear glasses.
Glasses help them see better to score a basket.
Glasses help them see better to catch the ball."

5

"Some firefighters wear glasses.
Glasses help them see better to fight fires.
Glasses help them see better to find people
in burning buildings."

9



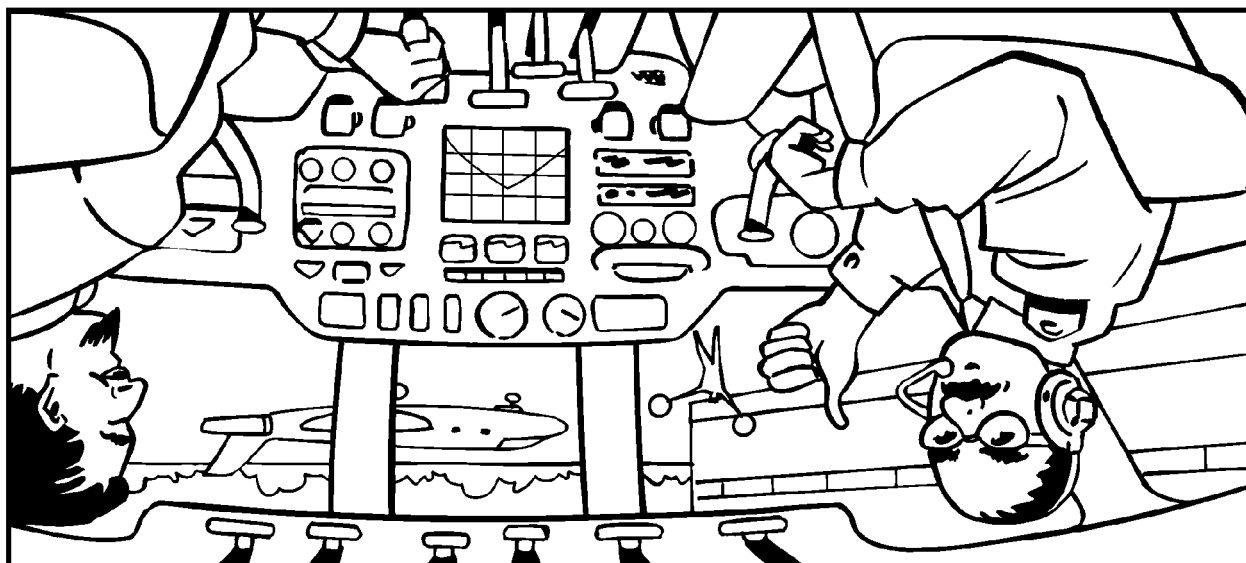


"Some police officers wear glasses.
Glasses help them see better to keep us safe."

7

"Some airplane pilots wear glasses.
Glasses help them see better to fly safely."

8





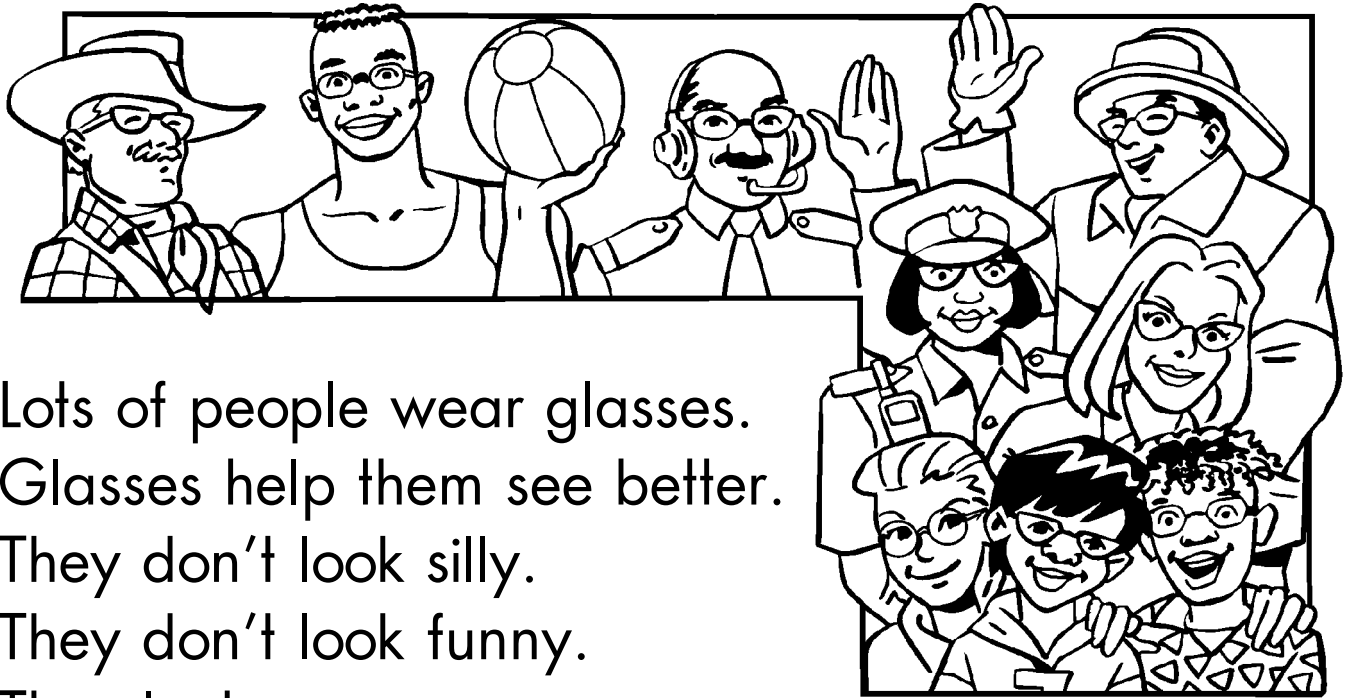
"Some cowboys wear glasses.
Glasses help them see better to round up cattle."

9

"Even some of your friends wear glasses.
Glasses help them see better to read
and write and do math."

10





Lots of people wear glasses.
Glasses help them see better.
They don't look silly.
They don't look funny.
They look . . .
... just like . . .

11

... me!
I think I'm going to like my new glasses.

12



Name _____

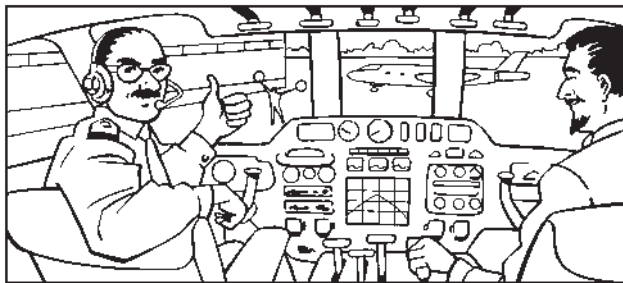
Glasses help them
see better to
score a basket.



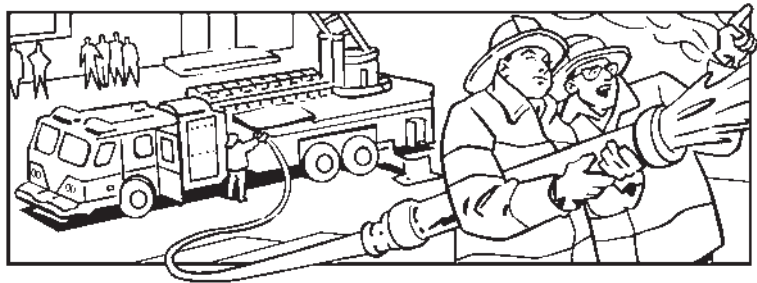
Glasses help them
see better to
keep us safe.



Glasses help them
see better to
fight fires.



Glasses help them
see better to
fly safely.



Problem:

Solution:

INSTRUCTIONS: Read each sentence with students. Have students draw a line from each sentence to the picture it matches. Then have them draw and label their own problem and solution in the boxes.

Name _____

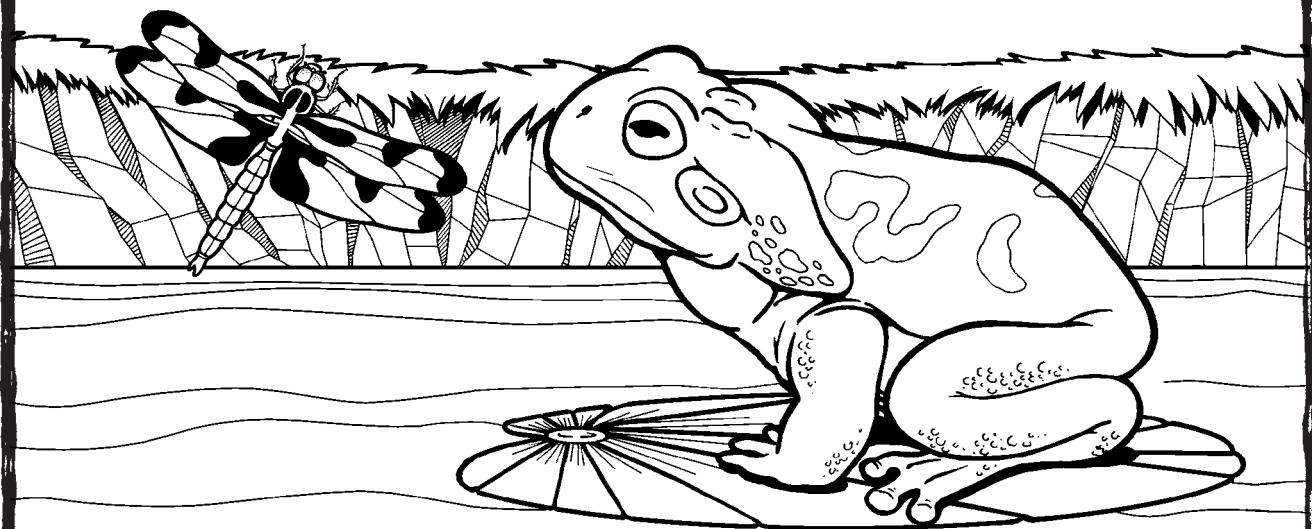
People	Places	Things

pilots	cowboy	house
glasses	building	airplane

INSTRUCTIONS: Read each word with students. Have them write and draw a picture of each word under the appropriate heading.

LEVELED READER • F

How Do They Move?

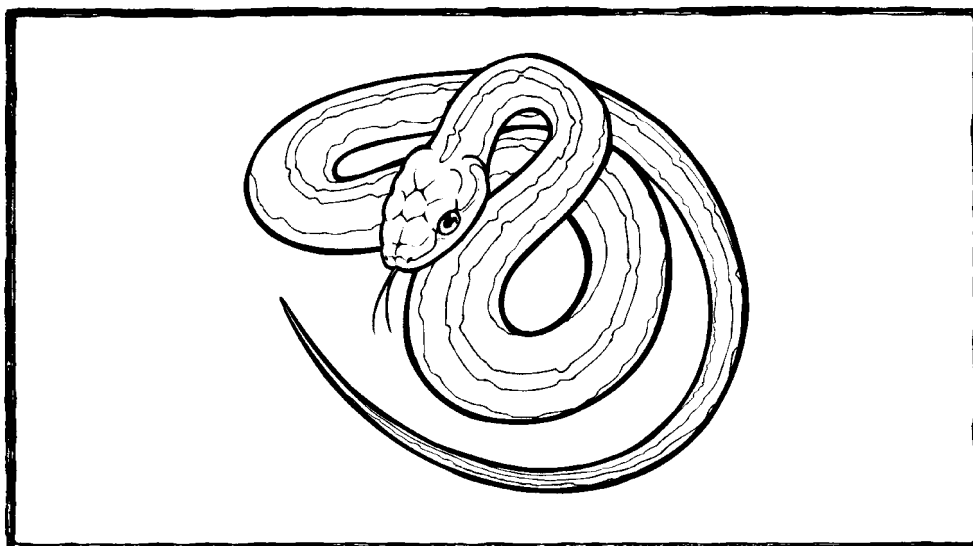


Written by Kira Freed • Illustrated by Paula Schricker

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How Do They Move?

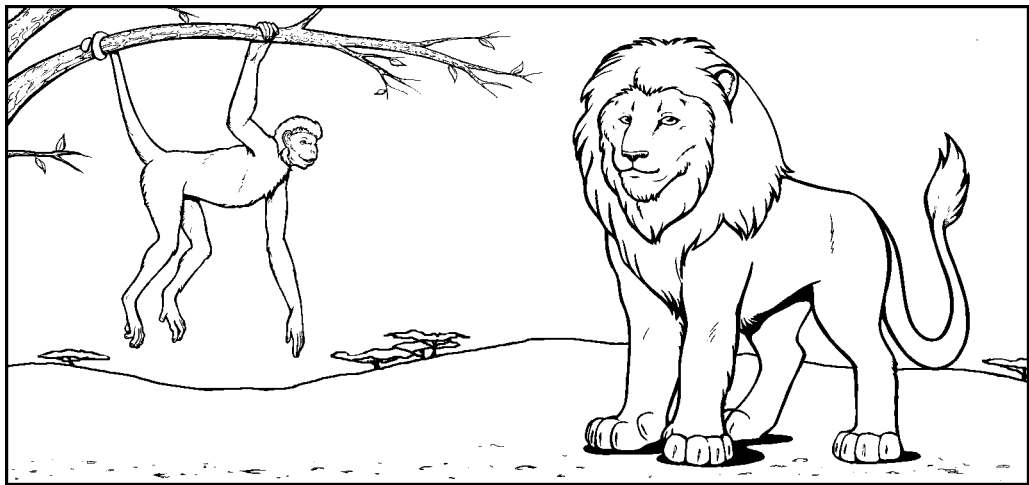
A Reading A-Z Level F Leveled Reader • Word Count: 179



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How Do They Move?



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LEVEL F	
F	Fountas & Pinnell
9-10	Reading Recovery
10	DRA

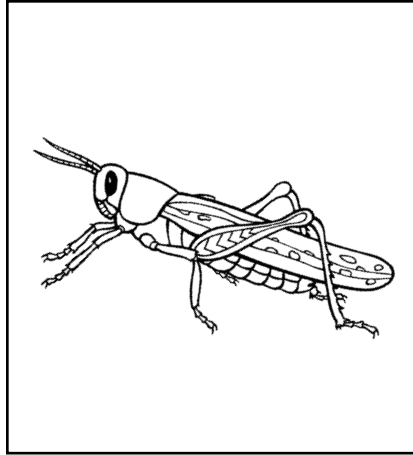
Correlation

How Do They Move?
Level F leveled Reader
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toad



grasshopper



kangaroo



Animals, animals, how do they move?

These animals move on land.

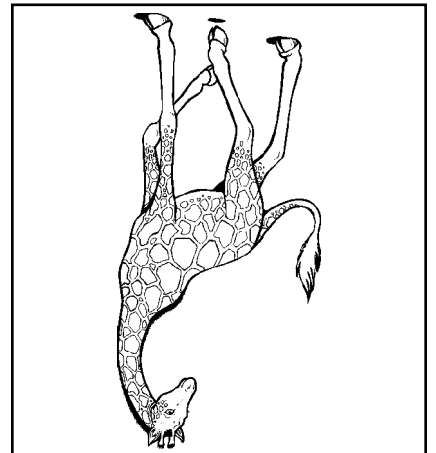
They have strong legs for hopping and jumping.

Can you name them?

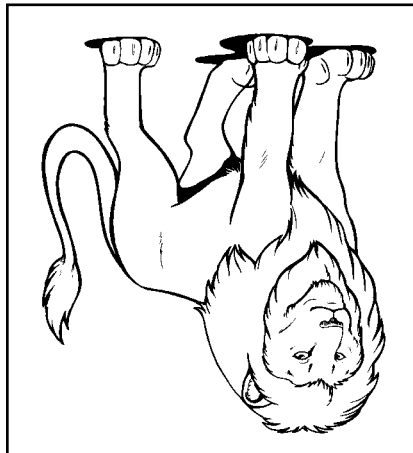
3

h

Animals, animals, how do they move?
 These animals move on land.
 They have strong legs for running.
 Can you name them?



giraffe

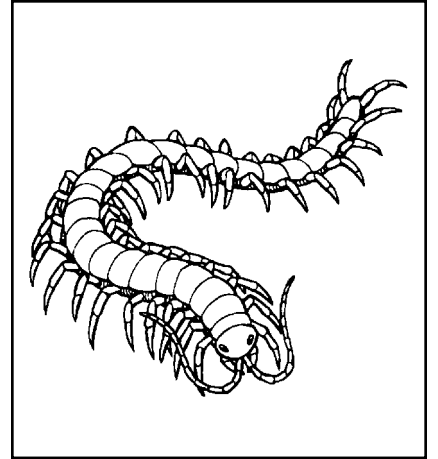


lion

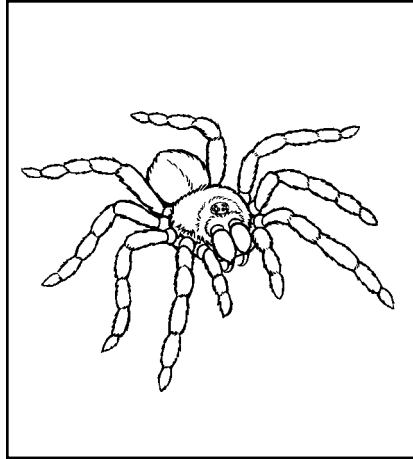


zebra

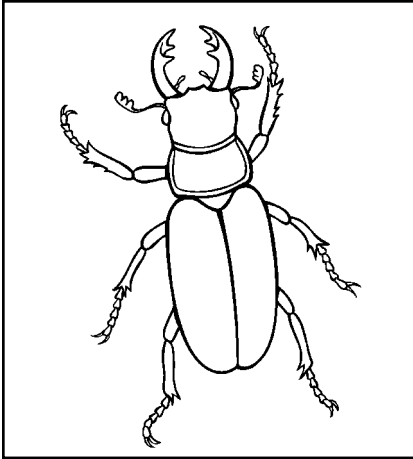
centipede



tarantula



beetle

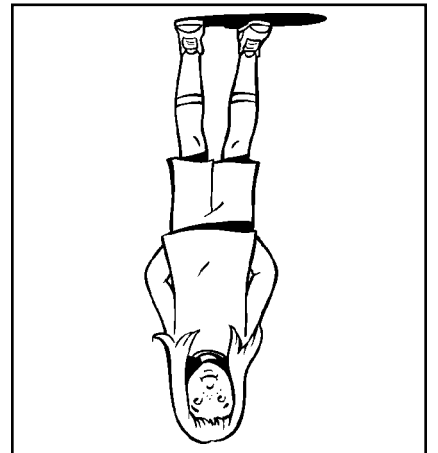


Animals, animals, how do they move?
 These animals move on land.
 They have many legs for crawling.
 Can you name them?

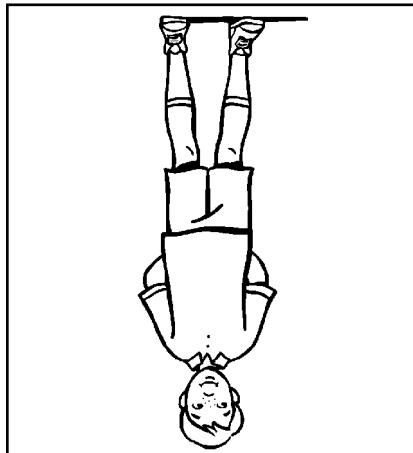
5

6

Animals, animals, how do they move?
 These animals move on land.
 They have two legs for walking and running.
 Can you name them?



girl

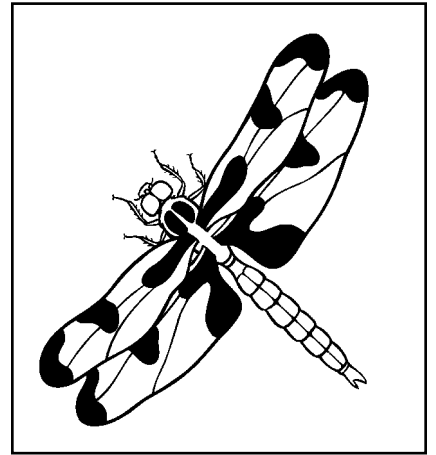


boy

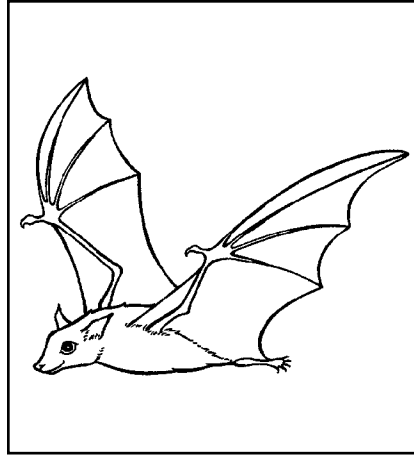


ostrich

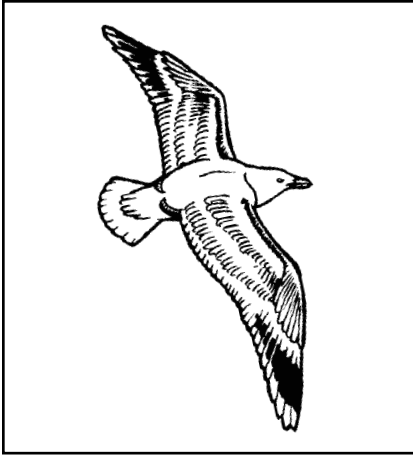
dragonfly



bat



seagull

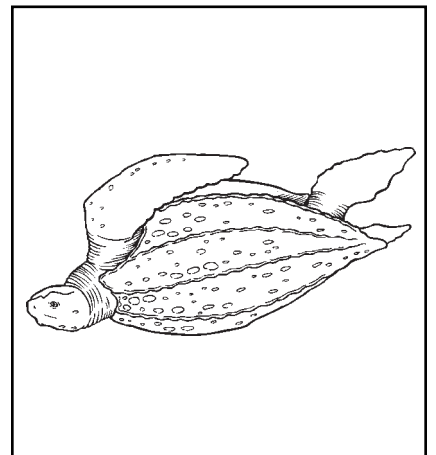


Animals, animals, how do they move?
 These animals move in the air.
 They have wings for flying.
 Can you name them?

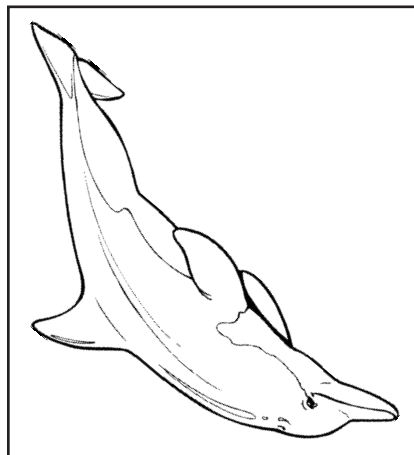
7

8

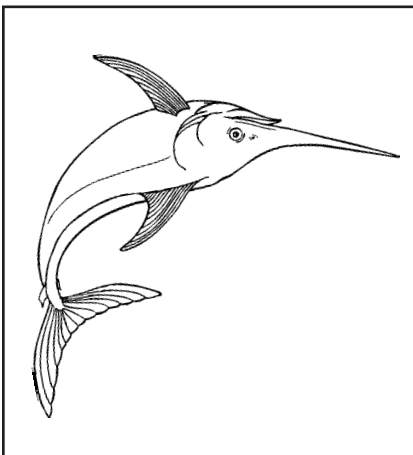
Animals, animals, how do they move?
 These animals move in water.
 They have fins and flippers for swimming.
 Can you name them?



sea turtle

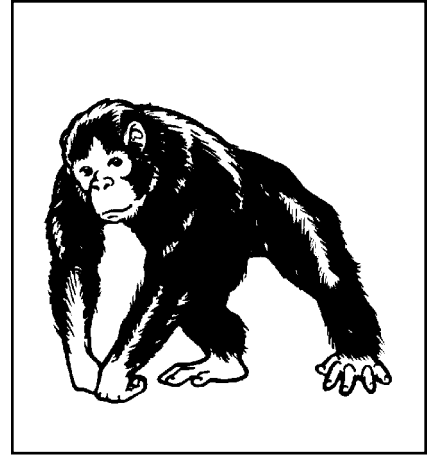


dolphin

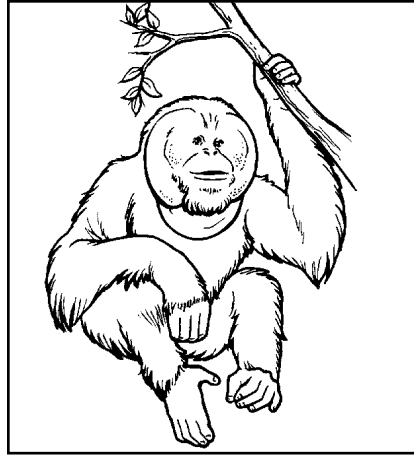


swordfish

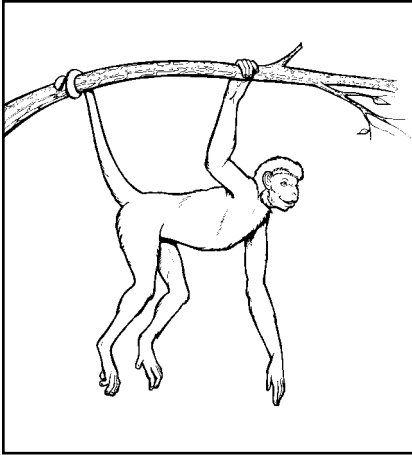
chimpanzee



orangutan



monkey

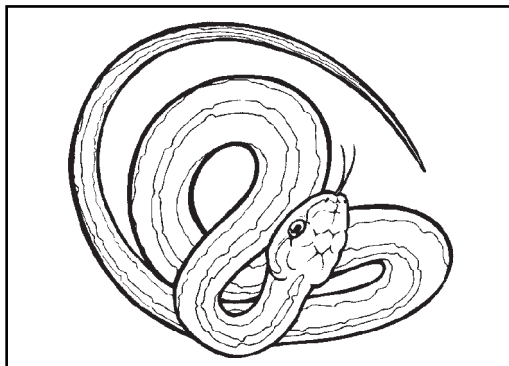


Animals, animals, how do they move?
 These animals move in the trees.
 They have long arms for swinging.
 Can you name them?

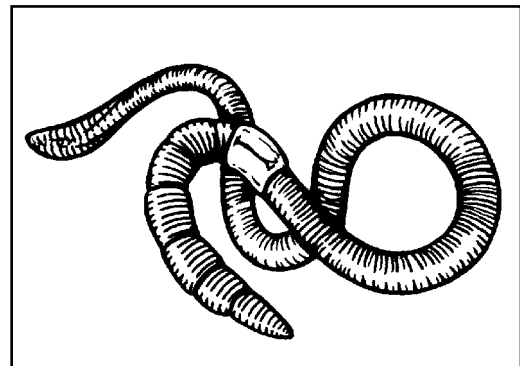
9

10

Animals, animals, how do they move?
 These animals move on land.
 They have no legs, no arms,
 no wings, and no fins.
 Can you name them?

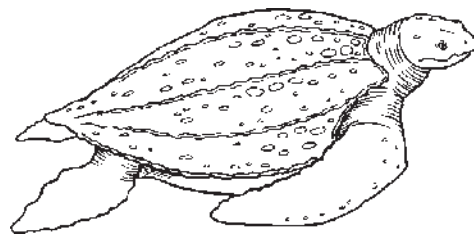
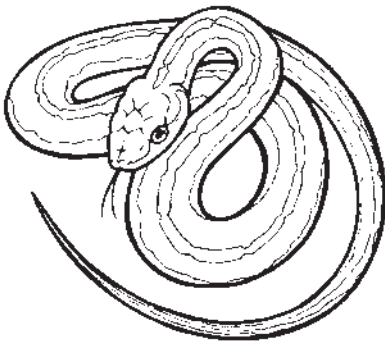
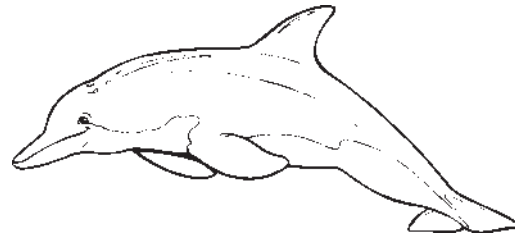
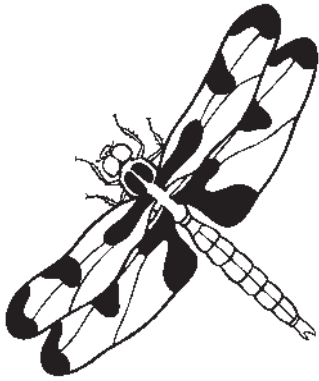
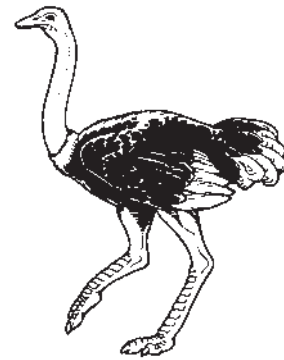
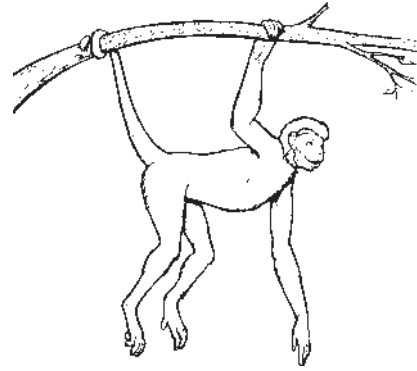
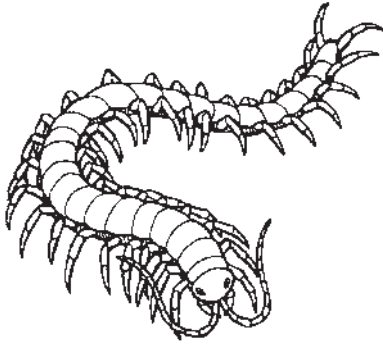


snake



worm

Name _____



HOW DO THEY MOVE? • LEVEL F • 1

SKILL: CLASSIFY INFORMATION

INSTRUCTIONS: Have students cut apart the pictures and sort them into groups. Ask them to explain how they sorted the pictures.

Name _____



lion

girl

boy

monkey

worm

toad

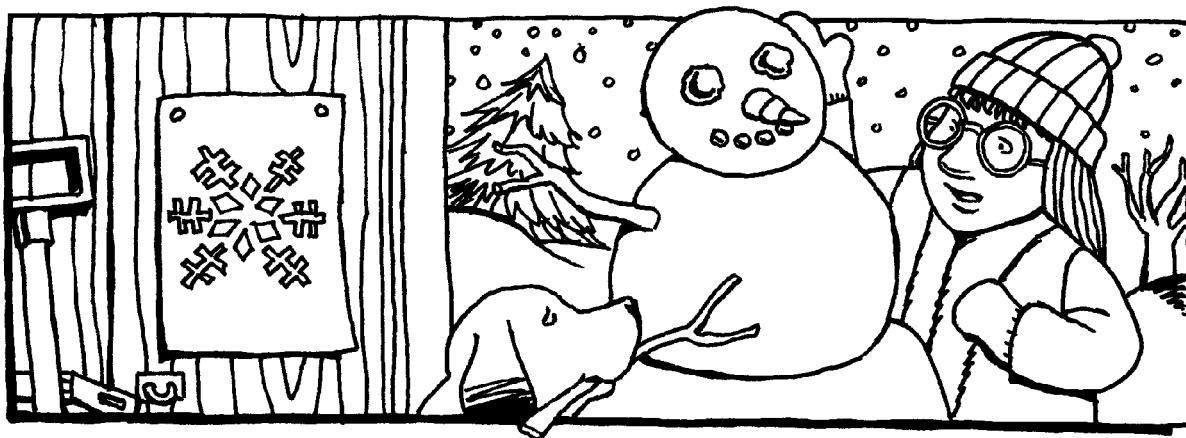
HOW DO THEY MOVE? • LEVEL F • 2

SKILL: ALPHABETICAL ORDER

INSTRUCTIONS: Read each word with students. Have them cut apart the words and place them in alphabetical order.

LEVELED READER • F

Changing Seasons

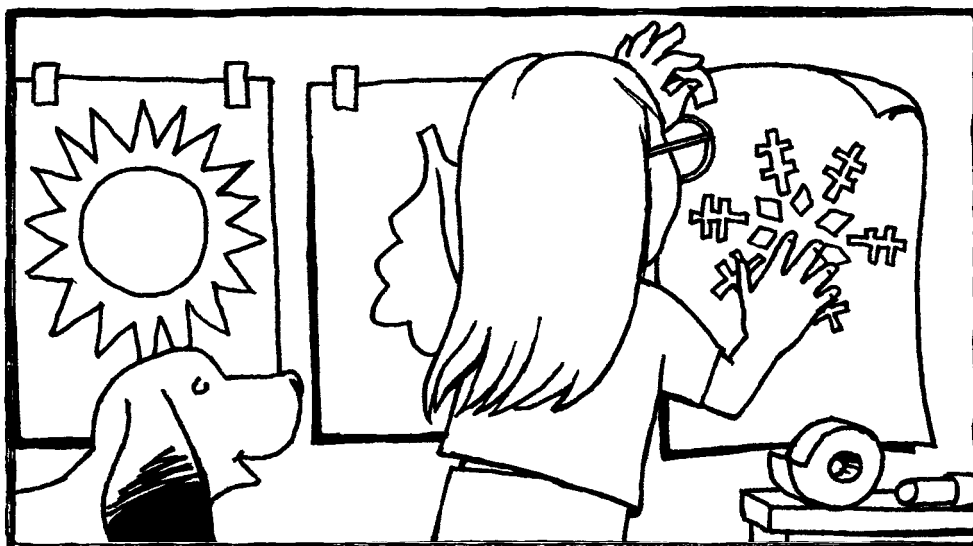


Written by Cheryl Ryan • Illustrated by Dominic Catalano

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Changing Seasons

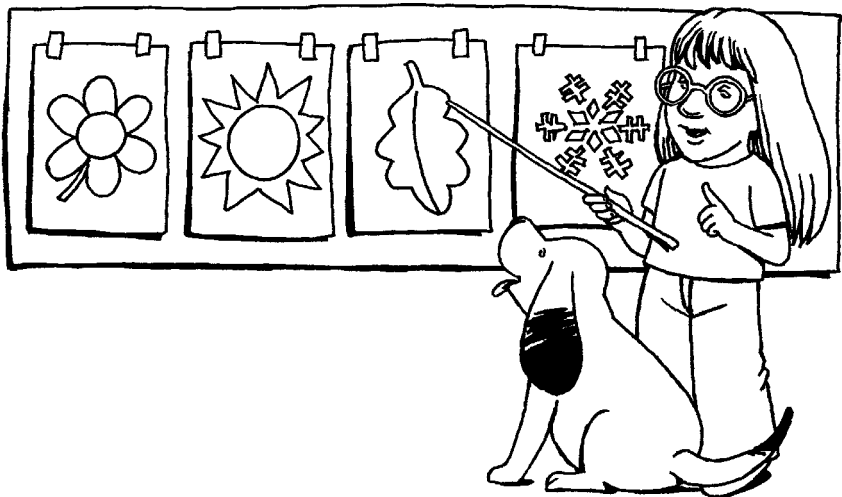
A Reading A-Z Level F Leveled Reader • Word Count: 173



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Changing Seasons



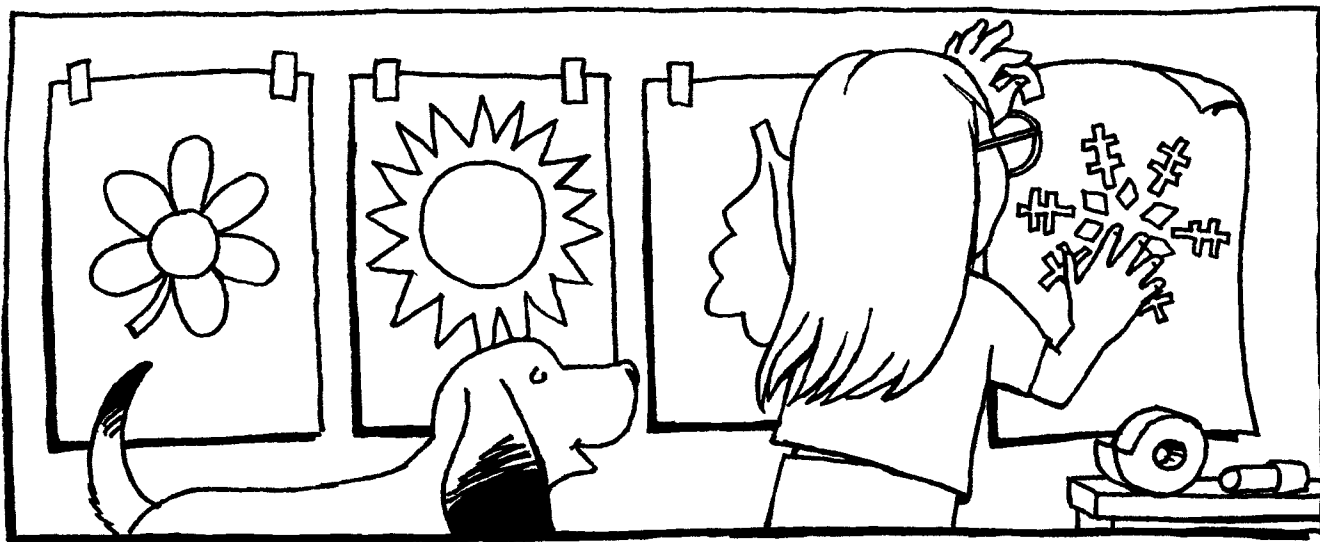
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10	DRA
9-10	Reading Recovery
F	Fountas & Pinnell

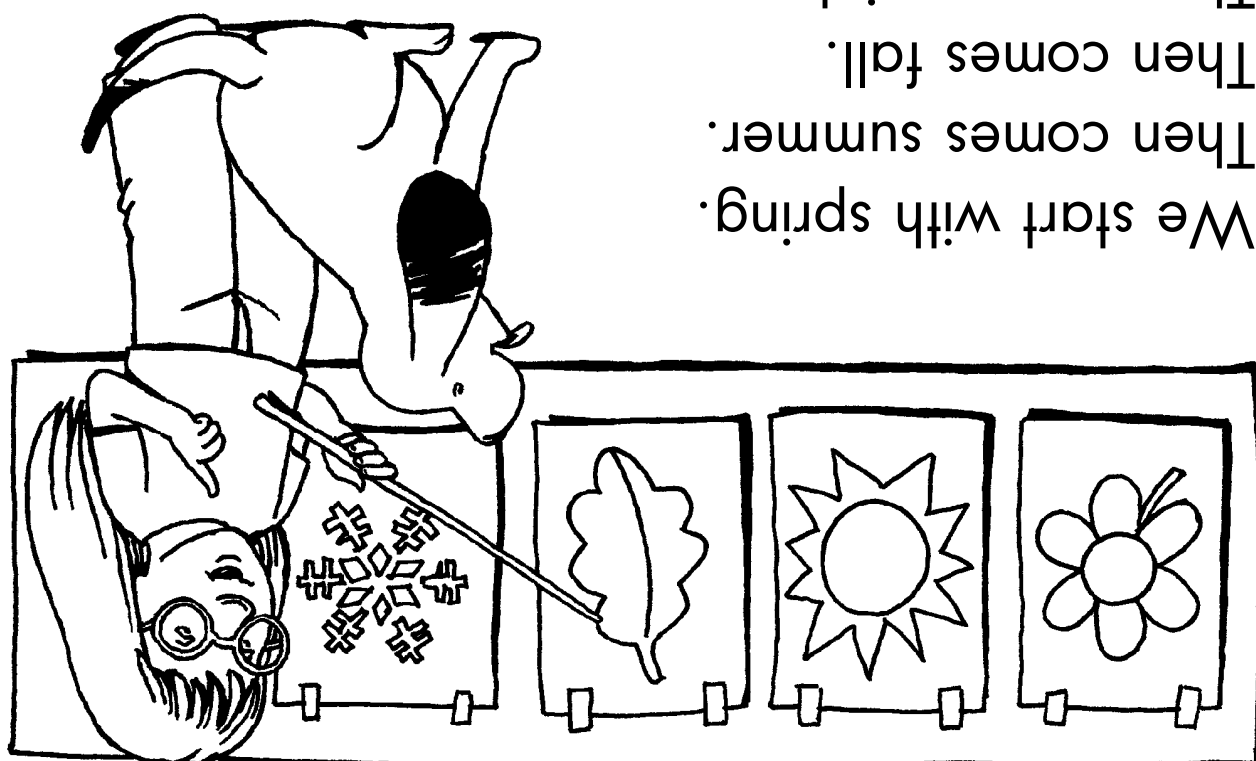
LEVEL F
Correlation

Changing Seasons
Level F Leveled Reader
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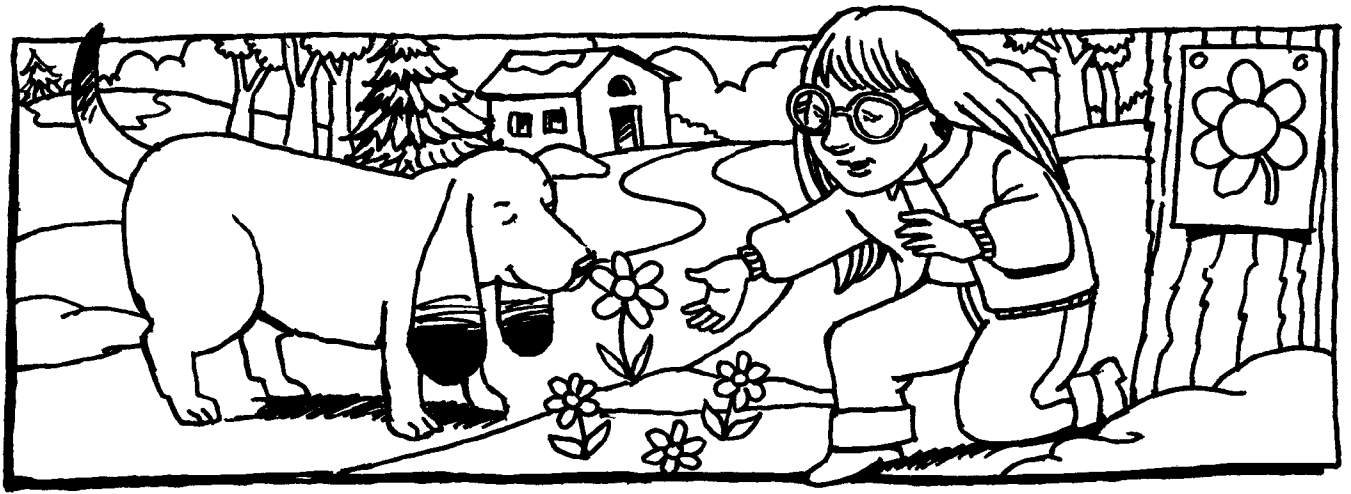
I live where the weather changes during the year.
It changes with each season.
We have four seasons.

3



We start with spring.
Then comes summer.
Then comes fall.
Then comes winter.

4

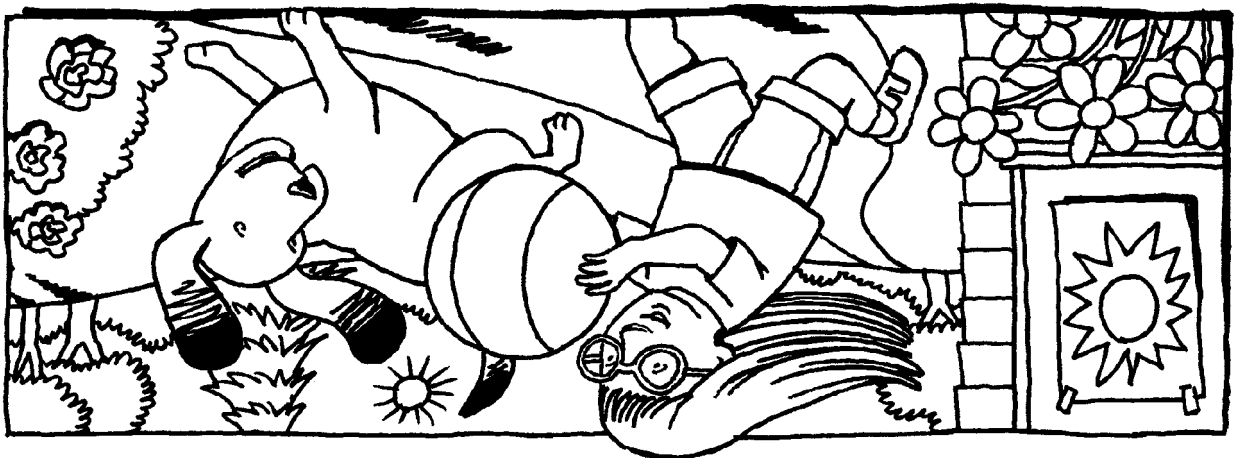


It is spring and the snow melts.
It gets warmer, and plants begin to grow.
The days get longer, and the nights get shorter.
I wear my jacket.

5

It is summer.
It gets hot, and the plants grow bigger.
The days are long, and the nights are short.
I wear my shorts.

9





It is fall.

It gets cooler, and the plants stop growing.

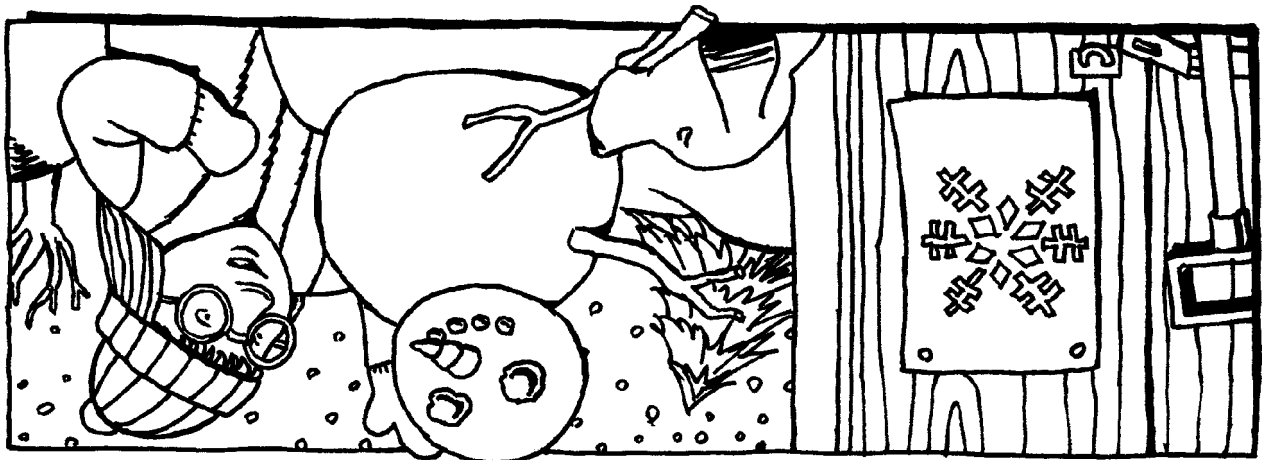
The days get shorter, and the nights get longer.

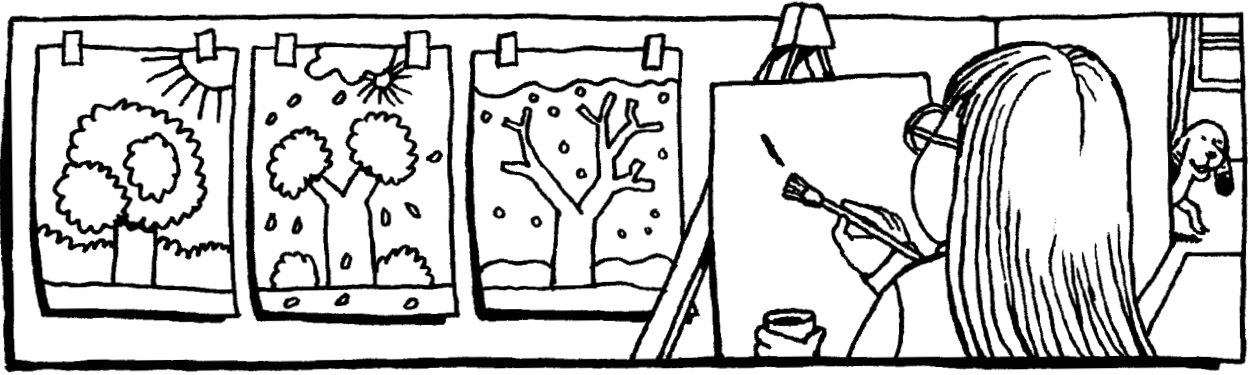
I wear my sweater.

7

It is winter.
It is cold, and many plants die.
The snow begins to fall, and the days are short.
I wear my coat.

8



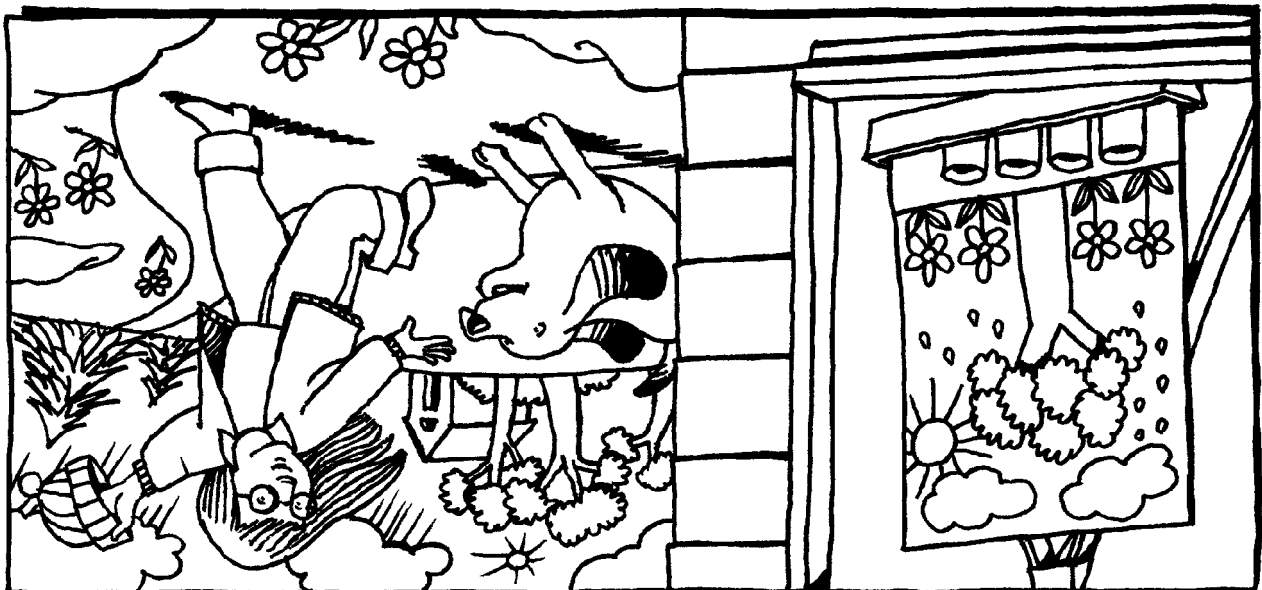


The weather has changed with each season.
 It got warmer and warmer.
 The days got longer and longer.
 Then it got cooler and cooler.
 The days got shorter and shorter.

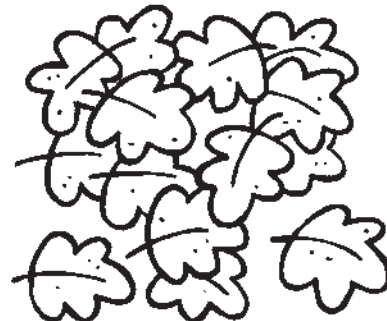
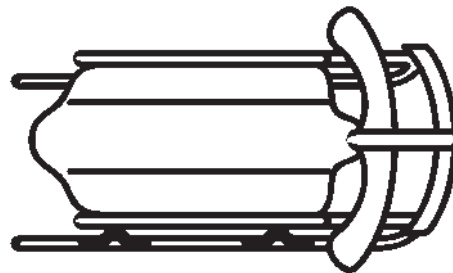
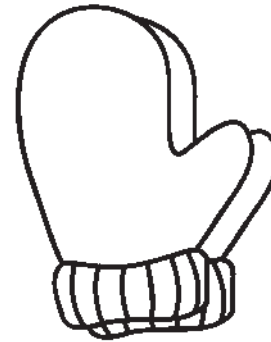
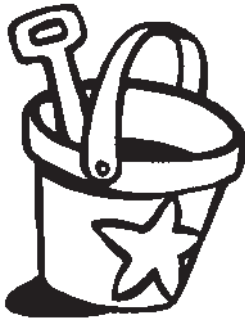
9

Next, I will see spring again.
 The cycle will start all over.

10



Name _____



INSTRUCTIONS: Identify each picture with students. Then have them cut apart the pictures and sort them into groups by seasons.

Reading a-z

hot

CHANGING SEASONS • LEVEL F • 2

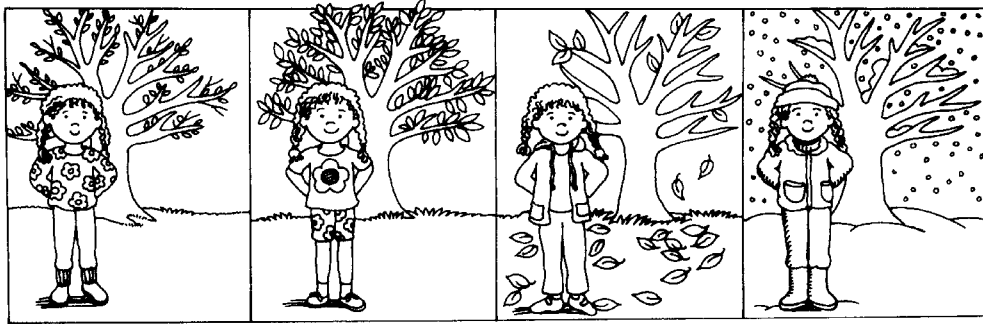
DOWN

1. these die in winter
3. season that is hot
6. these are long in winter
7. it is _____ in summer

SKILL: CONTENT VOCABULARY

LEVELED READER • F

How Is the Weather Today?

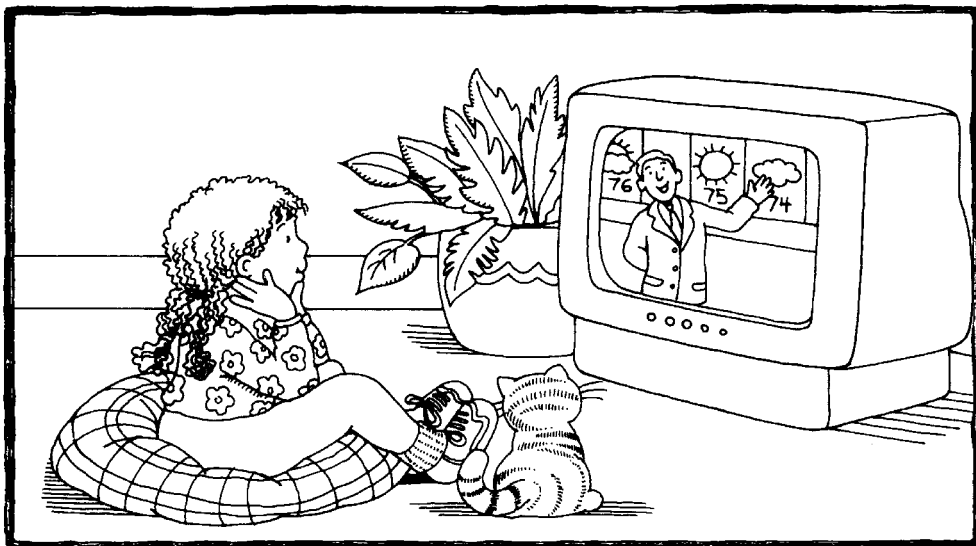


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How Is the Weather Today?

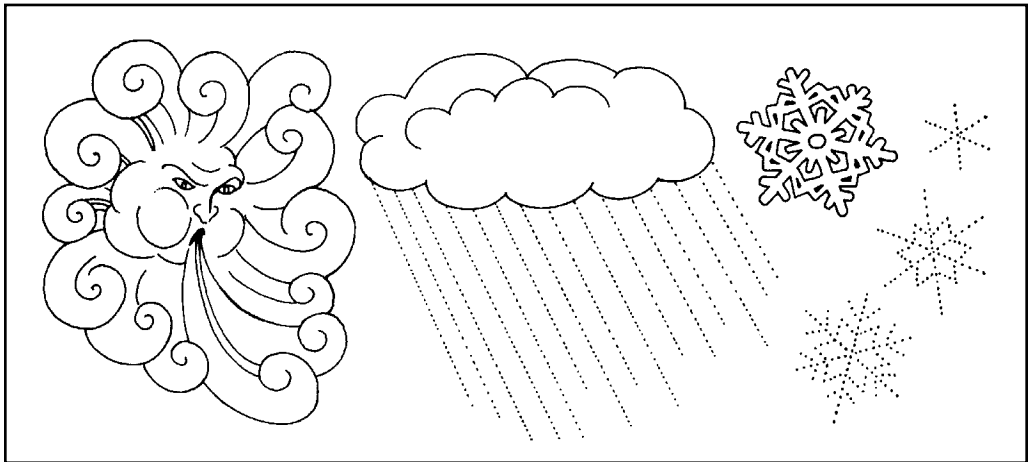
A Reading A-Z Level F Leveled Reader • Word Count: 180



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How Is the Weather Today?



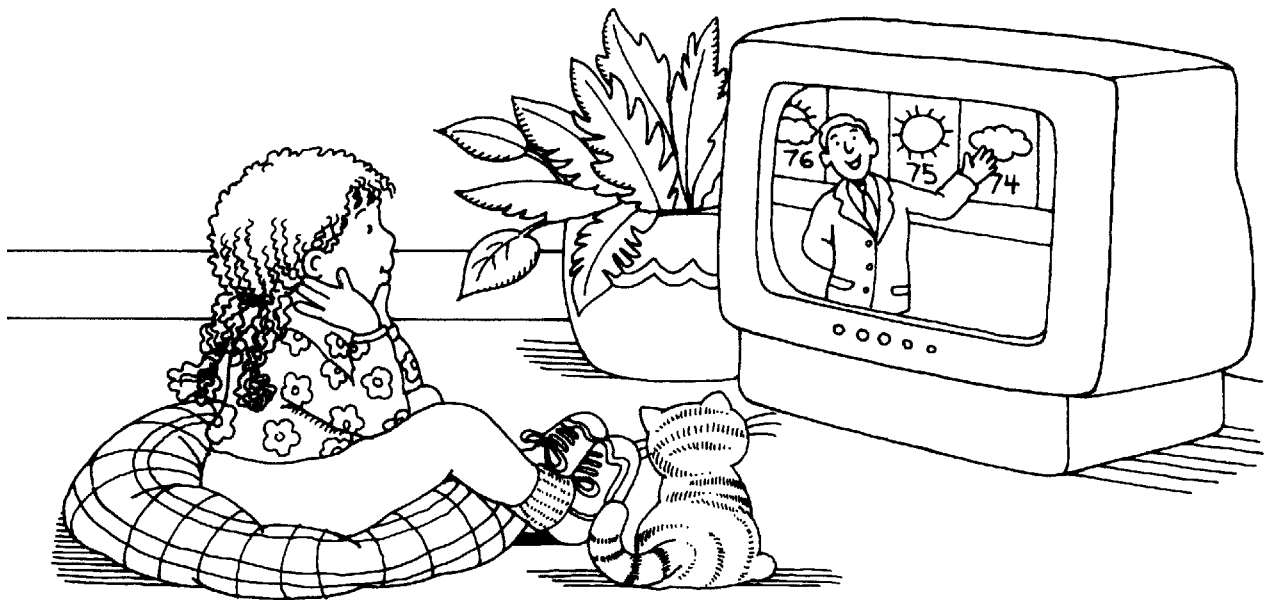
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10	DRA
9-10	Reading Recovery
F	Fountas & Pinnell

Correlation
LEVEL F

How Is the Weather Today?
Level F Leveled Reader
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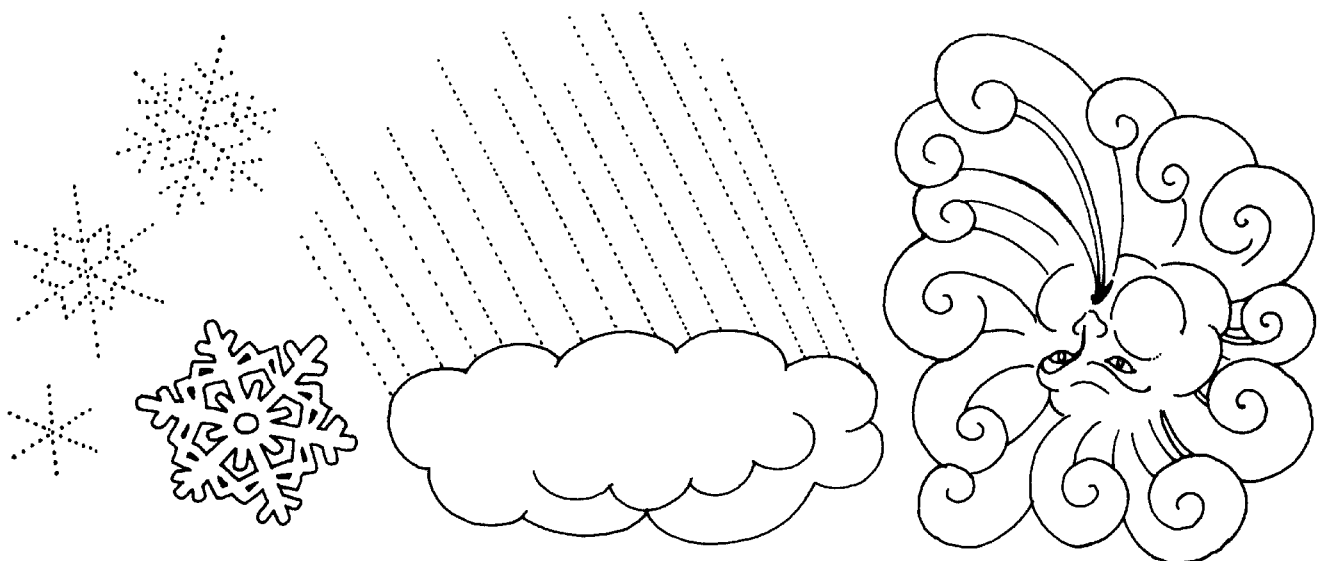


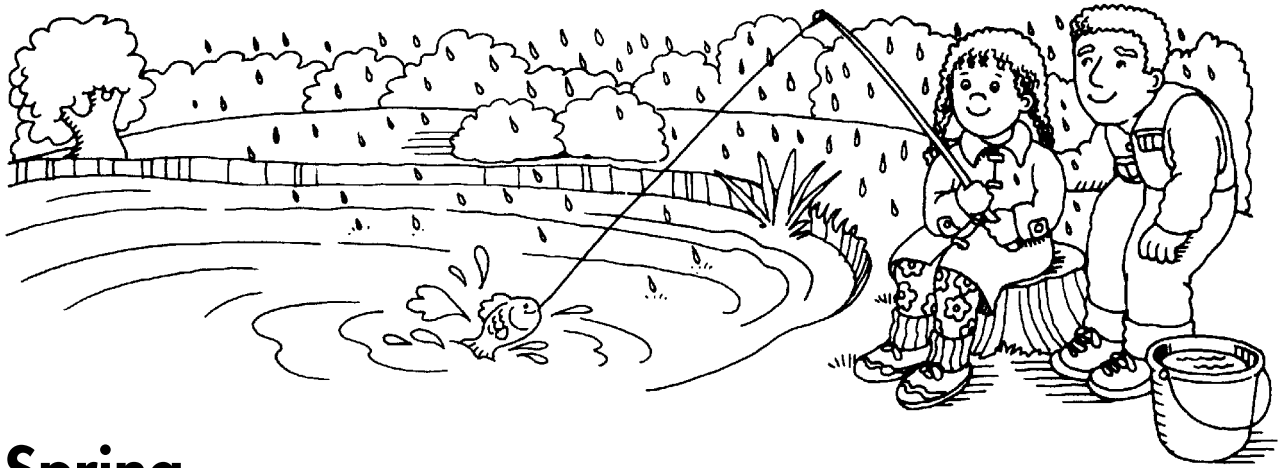
Every day I watch the weatherman on TV.
Knowing about the weather is important to me.

3

I want to know if the wind will blow.
I want to know if it will rain.
I want to know if it will snow.

4





Spring

How is the weather today?

The weatherman says warm with showers.

I will wear my raincoat.

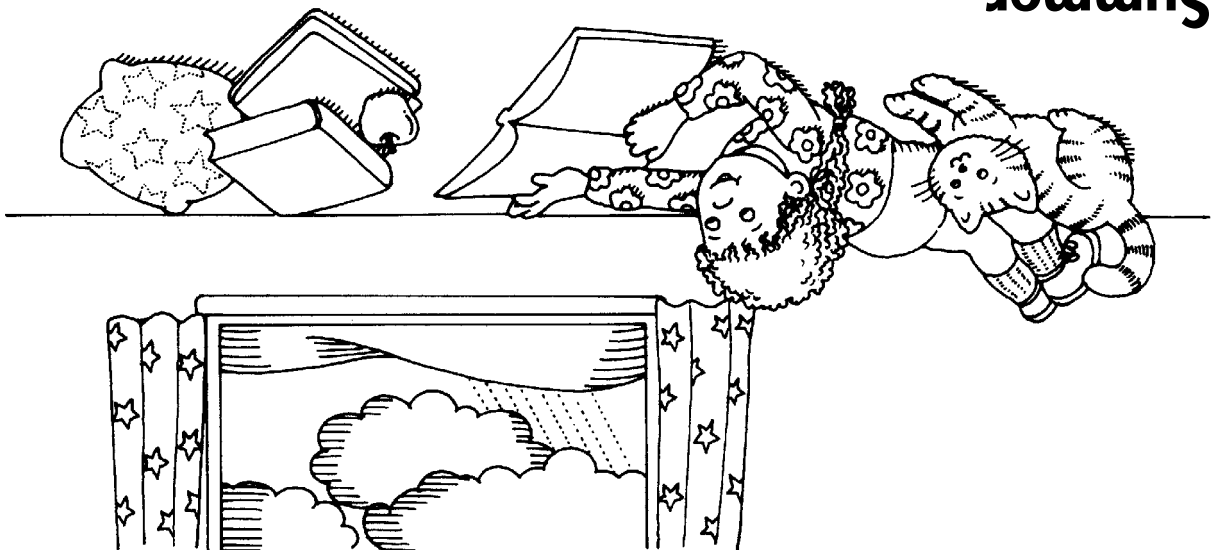
I will go fishing with Dad.

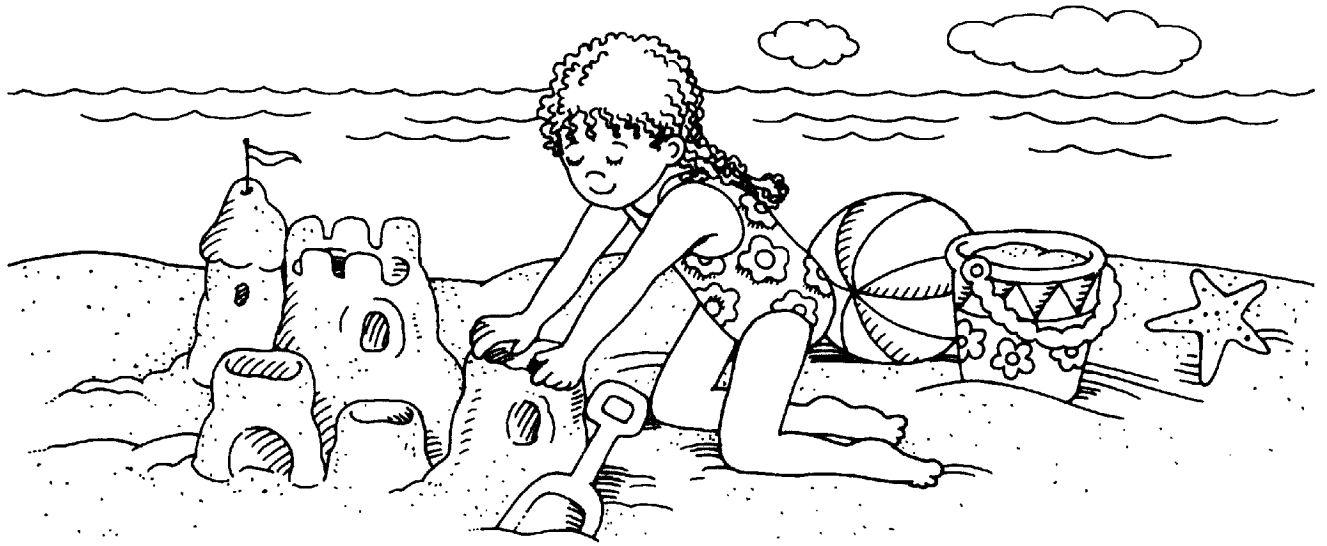
5

How is the weather today?
The weatherman says it will be stormy.
I will play in the house.

9

Summer





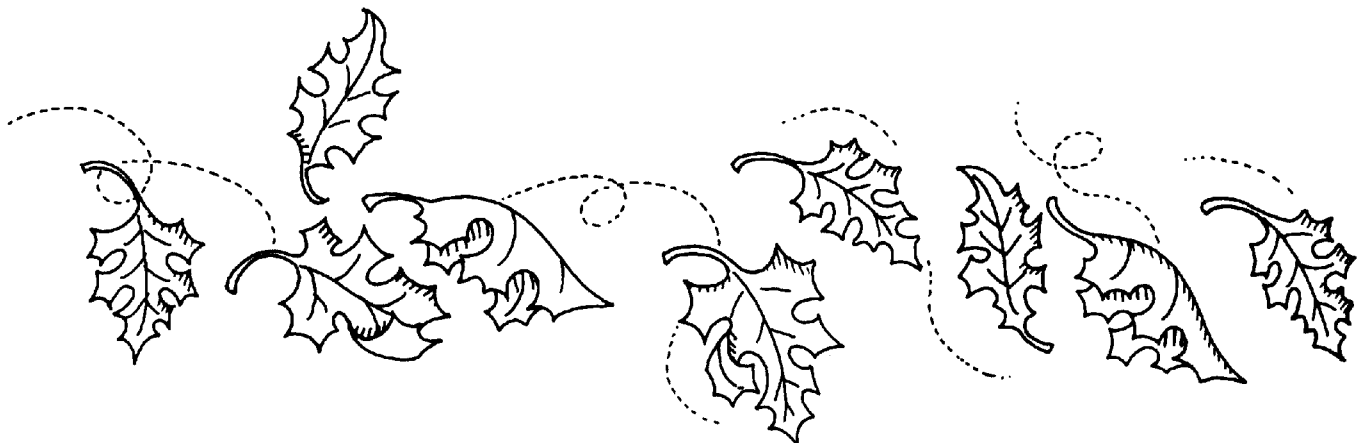
How is the weather today?
 The weatherman says it will be hot.
 I will go to the beach.

7

How is the weather today?
 The weatherman says
 it will be cool and windy.

8

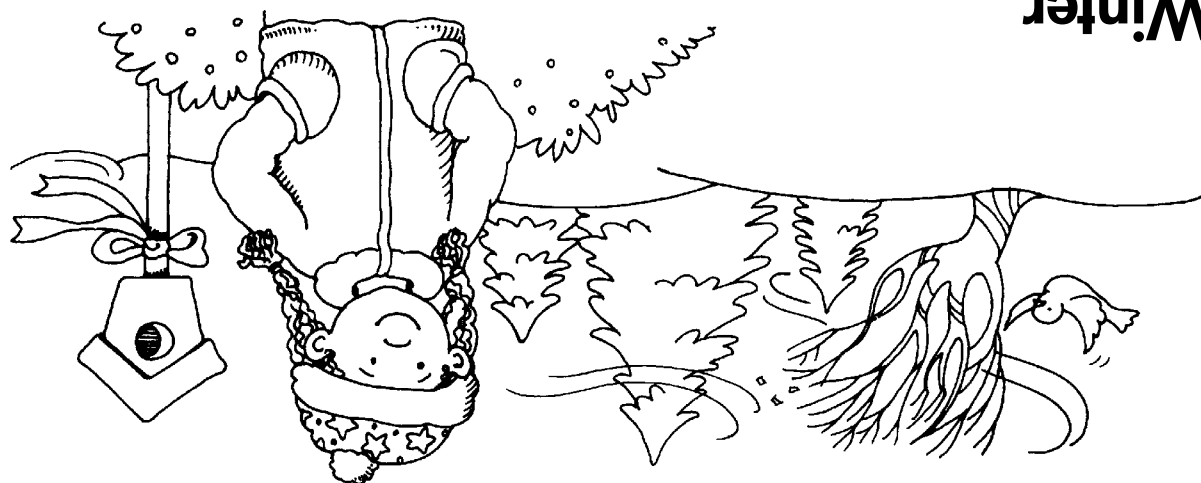
Fall





I will wear my jacket.
I will fly my kite.

9



Winter

How is the weather today?
The weatherman says
it will be cold and icy.
I will wear my hat and coat.

10

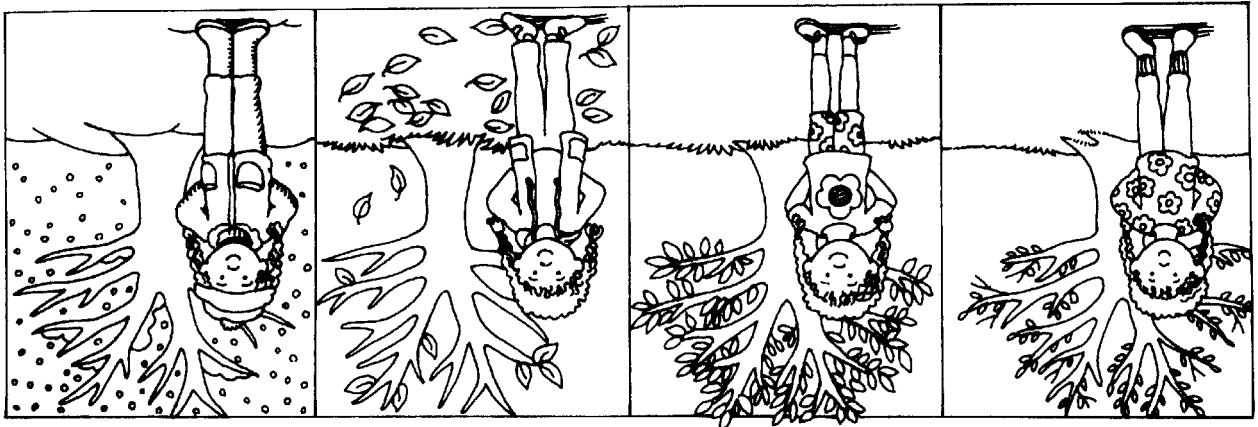


How is the weather today?
 The weatherman says it will snow.
 I will make a snowman.

11

The weather changes with the seasons.
 I like changing weather.
 I can wear different clothes.
 I can do different things.

12



Name _____

Spring

In spring, the girl _____

Summer

In summer, the girl _____

HOW IS THE WEATHER TODAY? • LEVEL F • 1

Fall

In fall, the girl _____

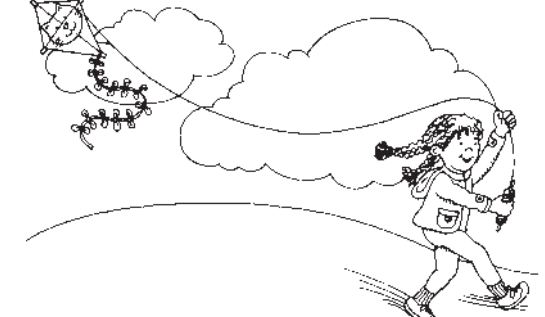
Winter

In winter, the girl _____

SKILL: SETTING

INSTRUCTIONS: Have students create a sketch of each seasonal setting in the book. Have them use the book to write a sentence that tells about each season.

Name _____

Picture	Nouns
	
	
	
	

HOW IS THE WEATHER TODAY? • LEVEL F • 2

SKILL: NOUNS

INSTRUCTIONS: Have students identify people, places, and things in each picture. Have them write these nouns in the box next to the picture.

Name _____

base	fish
bed	cake
gold	ball
pan	room

HOW IS THE WEATHER TODAY? • LEVEL F • 3

SKILL: COMPOUND WORDS

INSTRUCTIONS: Read the words in each column with students. Have them draw lines to join words that create compound words. Then have them write and illustrate each compound word in a box at the bottom of the page.

LEVELED READER • F

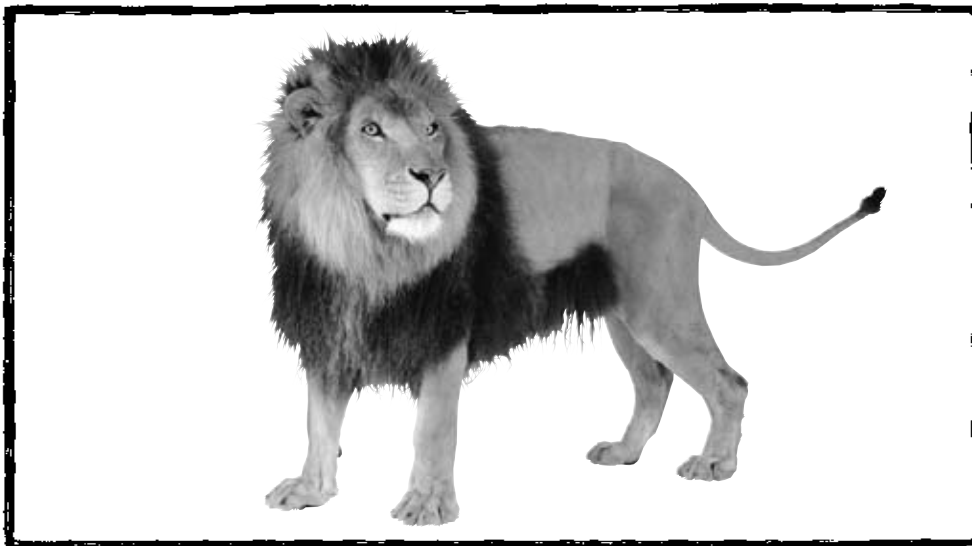
The Food Chain

Written by Cheryl Ryan

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The Food Chain

A Reading A-Z Level F Leveled Reader • Word Count: 152




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LEVEL F	
Fountas & Pinnell	F
Reading Recovery	9-10
DRA	10

Correlation

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Level F leveled Reader
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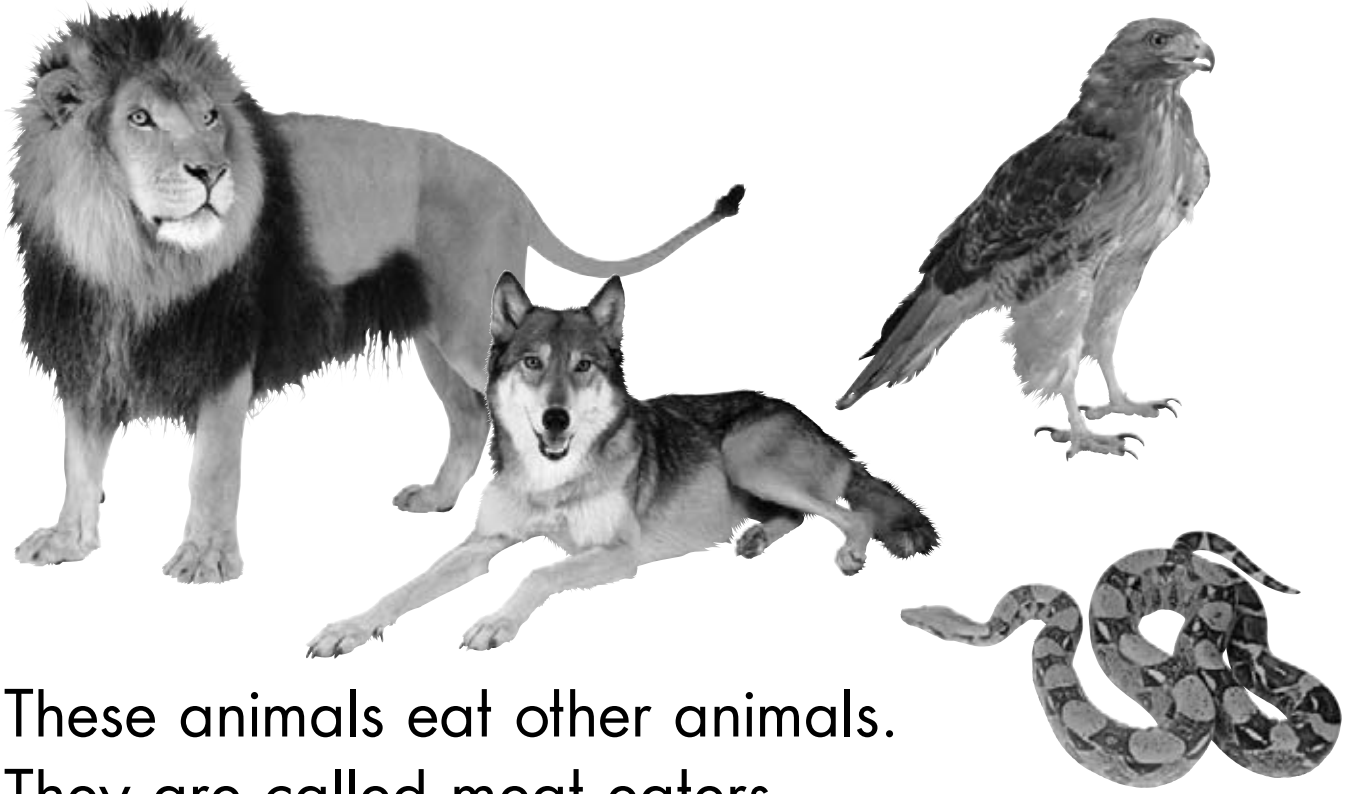
All plants need food in order to live.
 Green plants make food.
 They need air, water, and sunlight to make food.
 Most plants need soil, too.

3

All animals need food in order to live.
 These animals eat plants.
 They are called plant eaters.

4





These animals eat other animals.
They are called meat eaters.

5

Plant eaters and meat eaters
are part of a food chain.
Most food chains begin with plants.
The plants make food, which animals eat.
Let's look at a food chain.

6





A grasshopper eats the leaves of a plant.
The grasshopper grows bigger.
A frog eats the grasshopper.
The frog grows bigger.

7

A fish eats the frog.
The fish grows bigger.

8



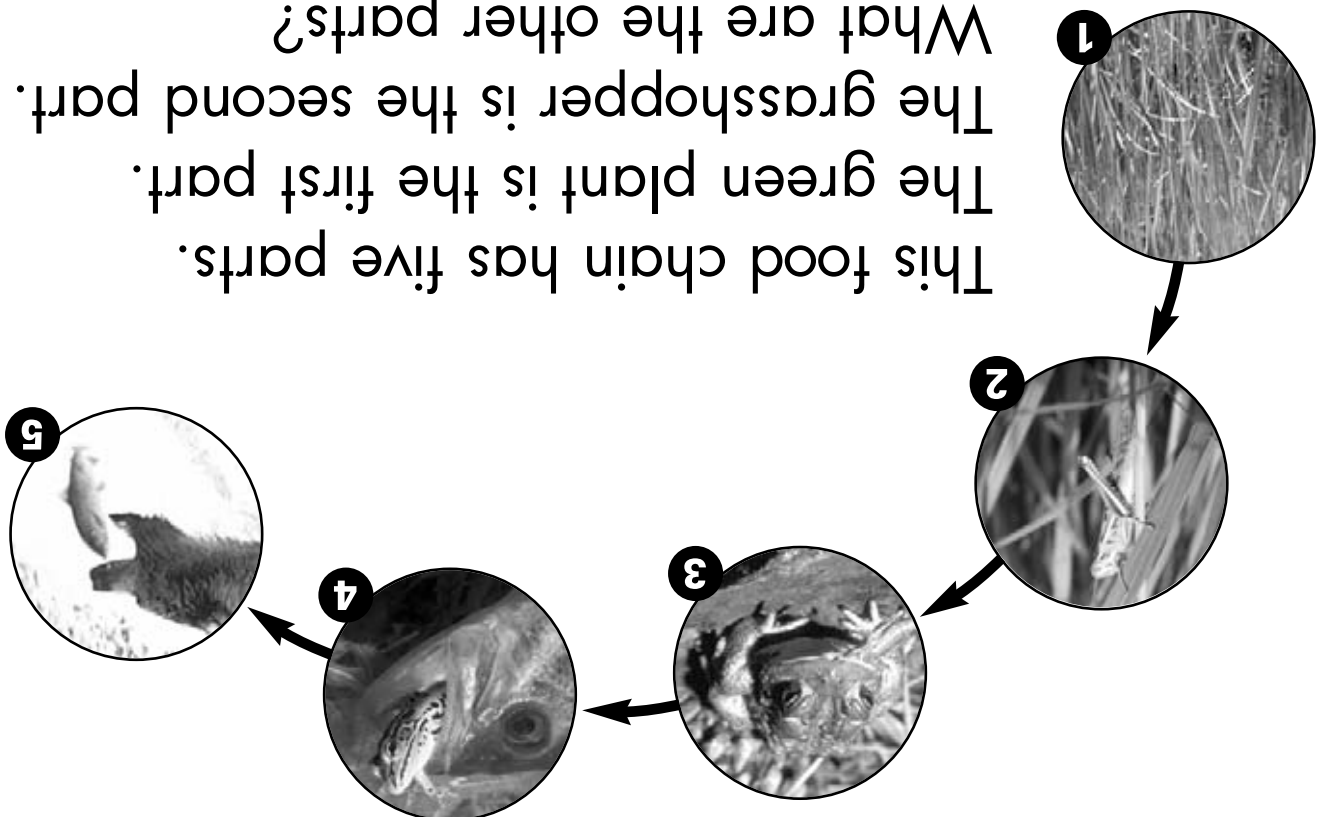


A small bear catches the fish.
 The bear eats the fish.
 The bear grows bigger.

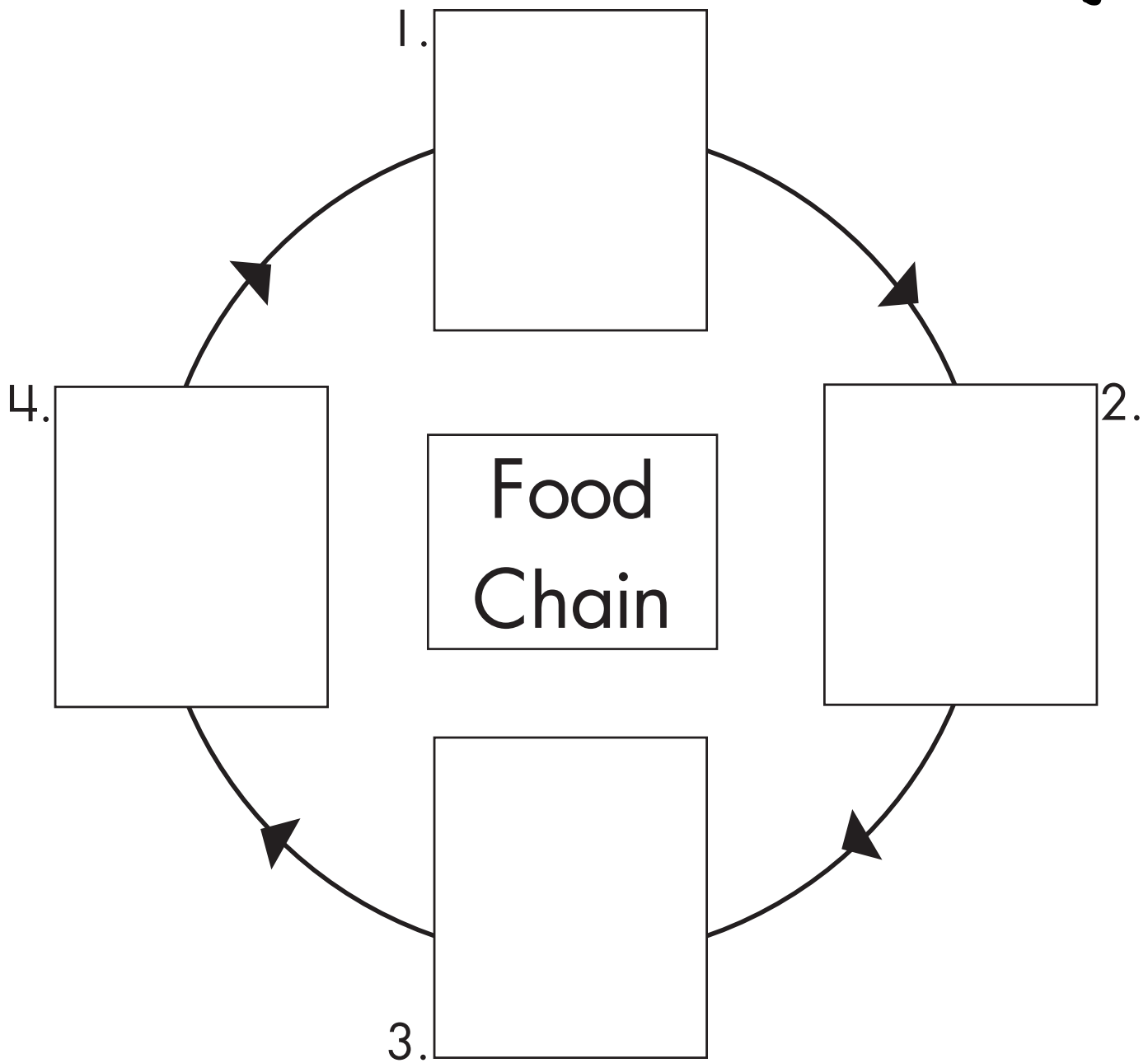
9

This food chain has five parts.
 The green plant is the first part.
 The grasshopper is the second part.
 What are the other parts?

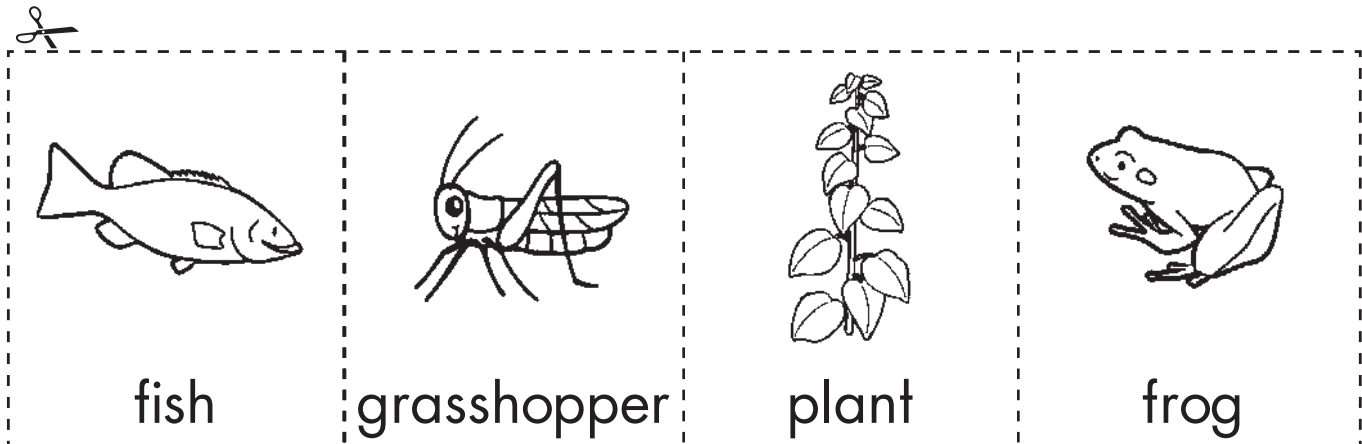
10



Name _____



THE FOOD CHAIN • LEVEL F • 1



SKILL: SEQUENCE EVENTS

INSTRUCTIONS: Have students cut out the pictures and place them where they belong in the food chain.

Name _____

All animals eat to stay alive

All plants make food to stay alive

Green plants make food

They use air, water, and sunlight

INSTRUCTIONS: Read each sentence with students. Have them rewrite each sentence using correct punctuation.

Name _____

grass	light	snow
man	hopper	sun

1. _____

2. _____

3. _____

INSTRUCTIONS: Have students use the words listed in the word box to create compound words. Have them write a sentence that contains each compound word.

LEVELED READER • F

Fishing with Grandpa



Written by Robert Charles • Illustrated by David Cockcroft

www.readinga-z.com

Fishing with Grandpa

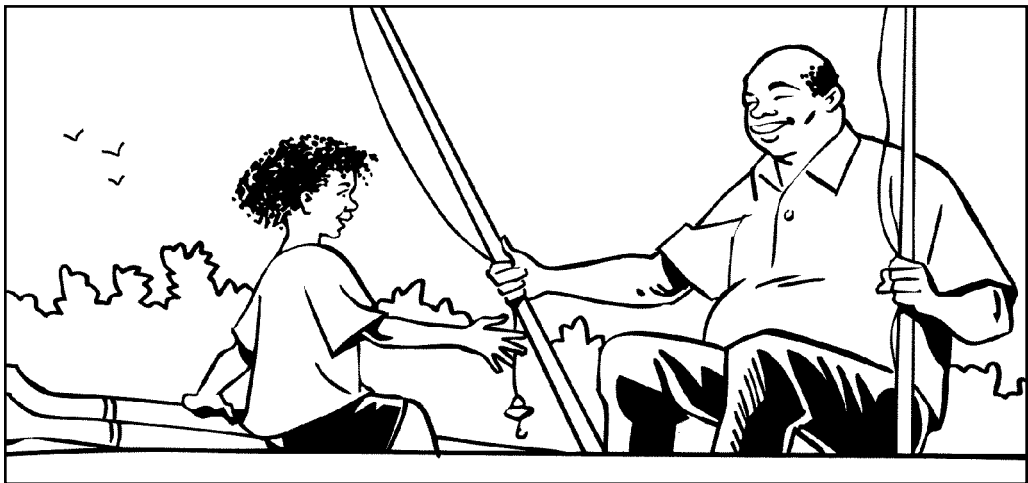
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LEVEL F	
Fountas & Pinnell	F
Reading Recovery	9-10
DRA	10

Correlation

Fishing with Grandpa
Level F leveled Reader
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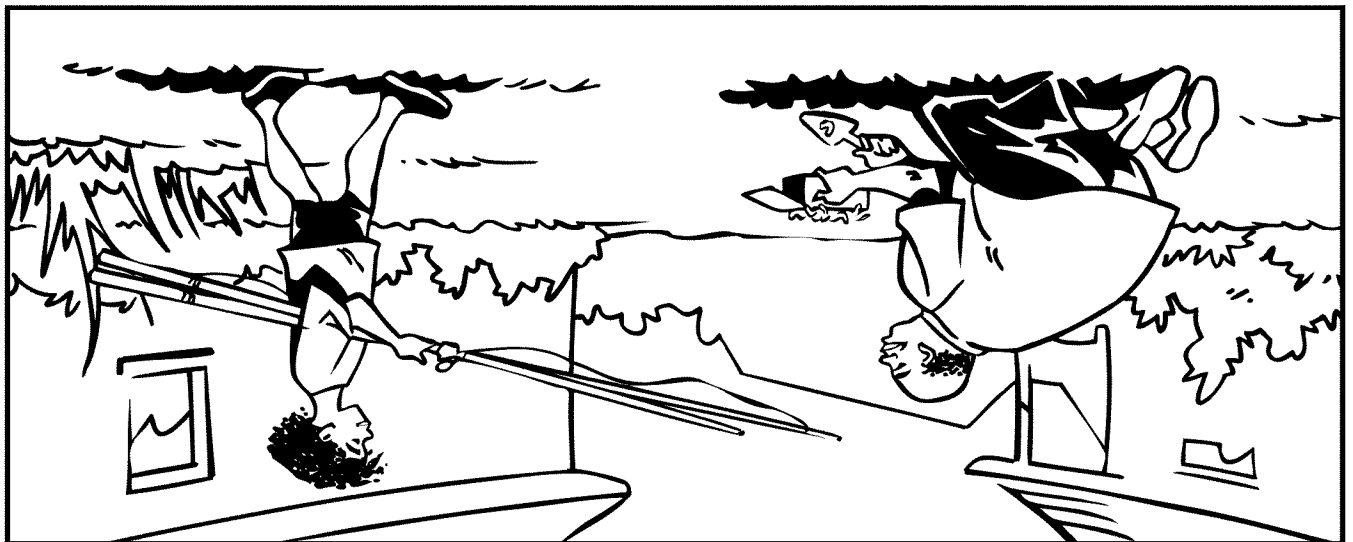


My grandpa loves to fish.
I love to fish, too.

3

Grandpa and I go fishing together.
I get the fishing poles.
Grandpa gets the worms.

4



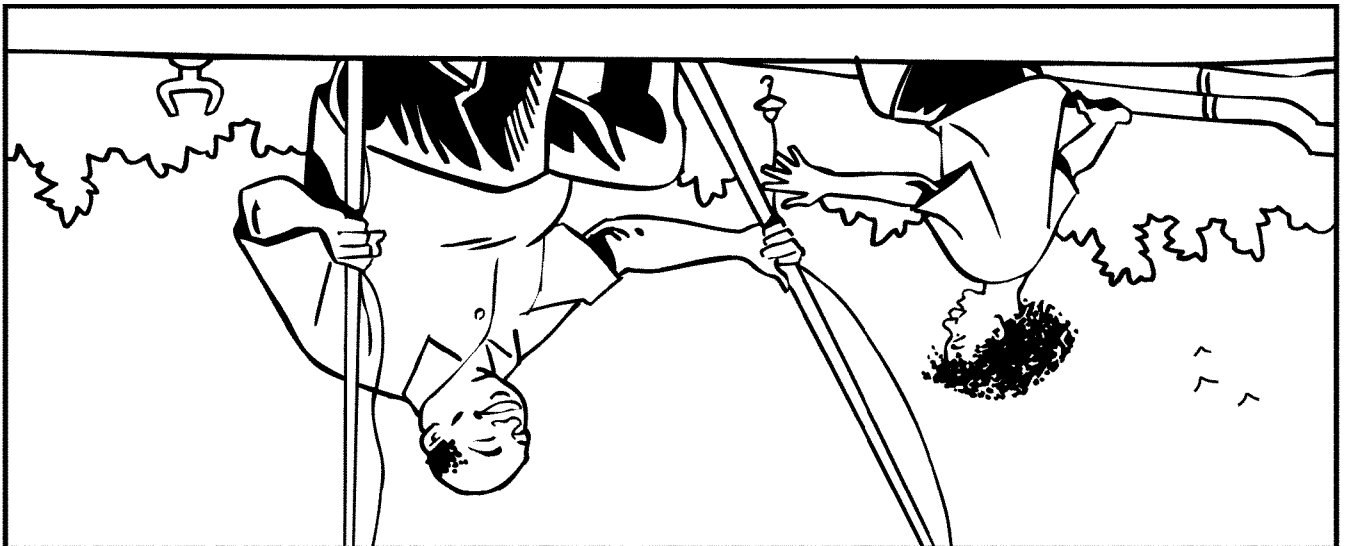


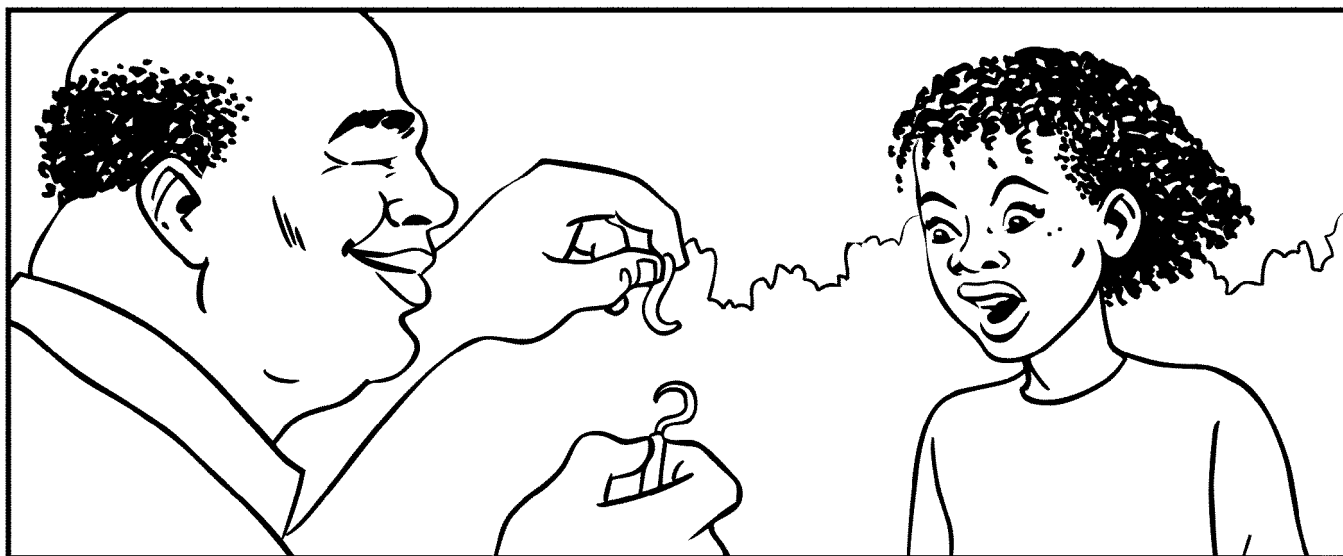
Grandpa and I get the worms and the poles.
We get into a boat.
We go out onto the big lake.

5

We go out onto the big lake to fish.
I get my fishing pole ready.
Grandpa gets his fishing pole ready.

6



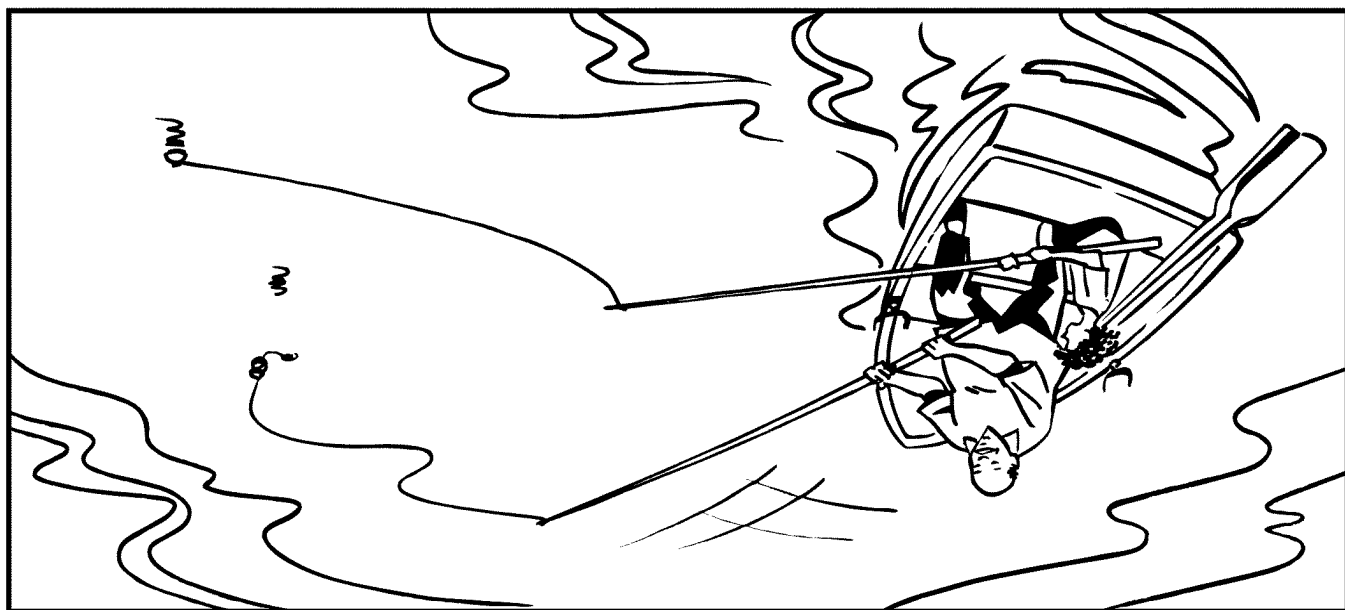


We get our fishing poles ready to fish.
 Grandpa puts a worm on my hook.
 Grandpa puts a worm on his hook.

7

The worms are on the hooks.
 We toss the worms and hooks into the water.

8





We toss the worms and hooks into the water.
We wait for the fish to bite.

9

We wait and wait for the fish to bite.
A big fish bites my hook.

10





A big fish bites my hook and I pull it in.
I pull the big fish into the boat.

11

We take the big fish home.
Grandpa cleans the big fish.
Grandma cooks the big fish.
We all eat the big fish.

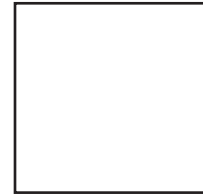
12



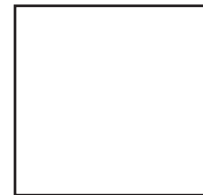
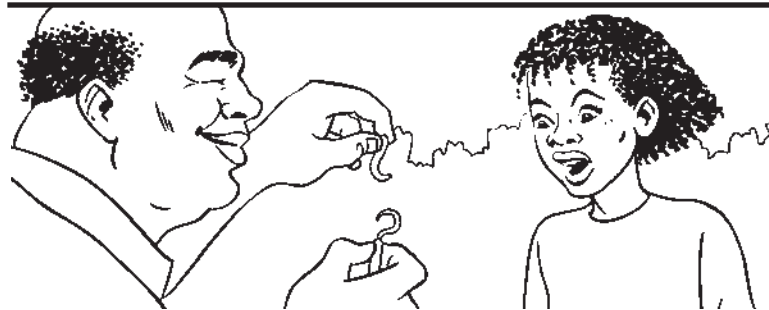
Name _____



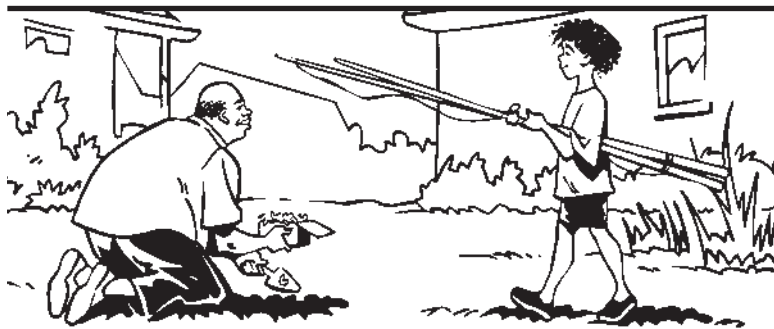
We toss the worms and hooks into the water.



Grandma cooks the big fish.



Grandpa puts a worm on my hook.



I get the fishing poles.

INSTRUCTIONS: Have students number each event in the order in which it happened in the story.

Name _____

In

FISHING WITH GRANDPA • LEVEL F • 2



On

SKILL: POSITION WORDS

INSTRUCTIONS: Read each word with students. Then have them draw a picture of an object *in* something in the top box and a picture of an object *on* something in the bottom box.

LEVELED READER • F

A Clown Face



Written by Kira Freed • Illustrated by Darcy Tom

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A Clown Face

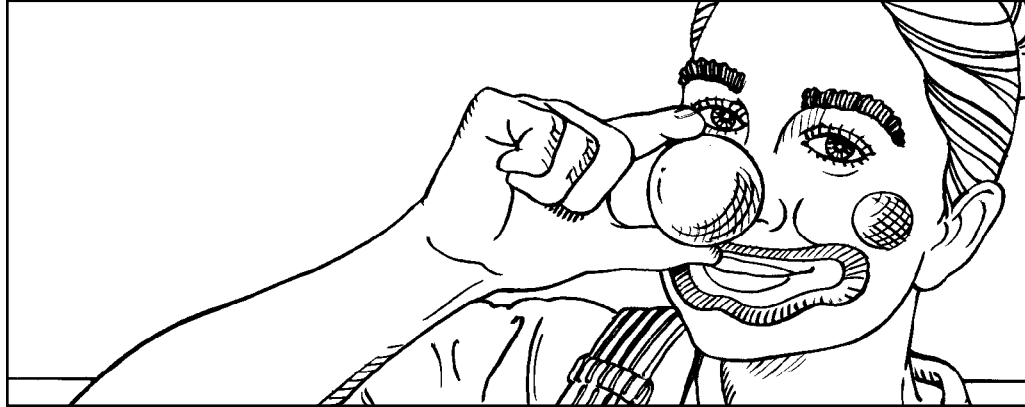
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LEVEL F	
F	Fountas & Pinnell
9-10	Reading Recovery
10	DRA

Correlation

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How does a clown put on a face?
Where does she start?

3

First, she puts on white face paint.
What comes next?

4



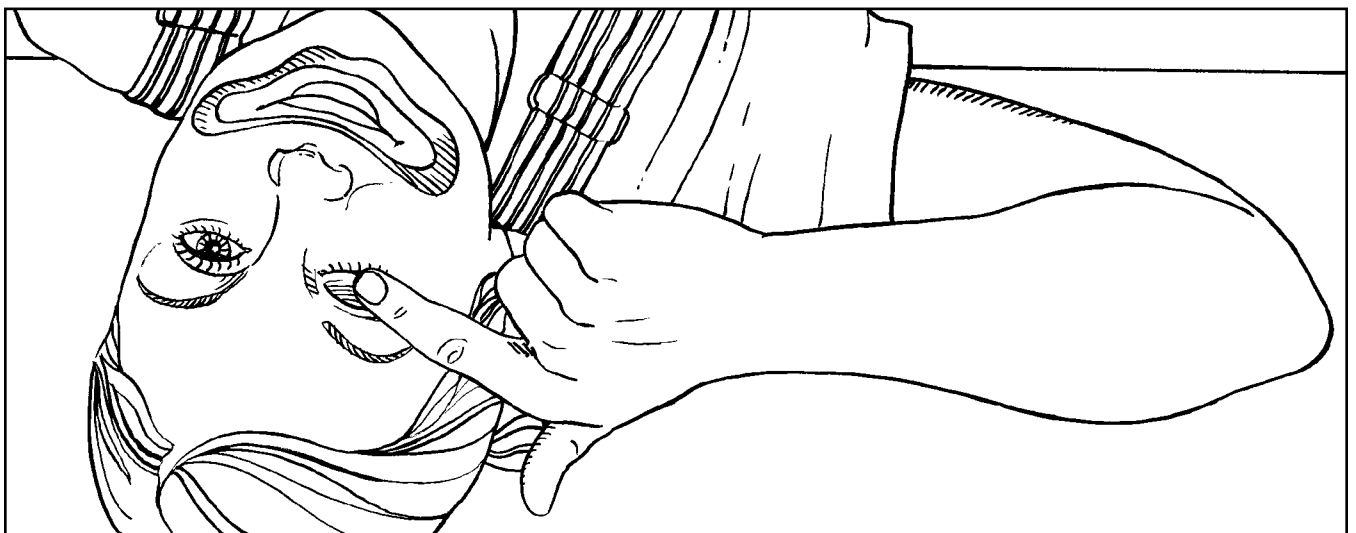


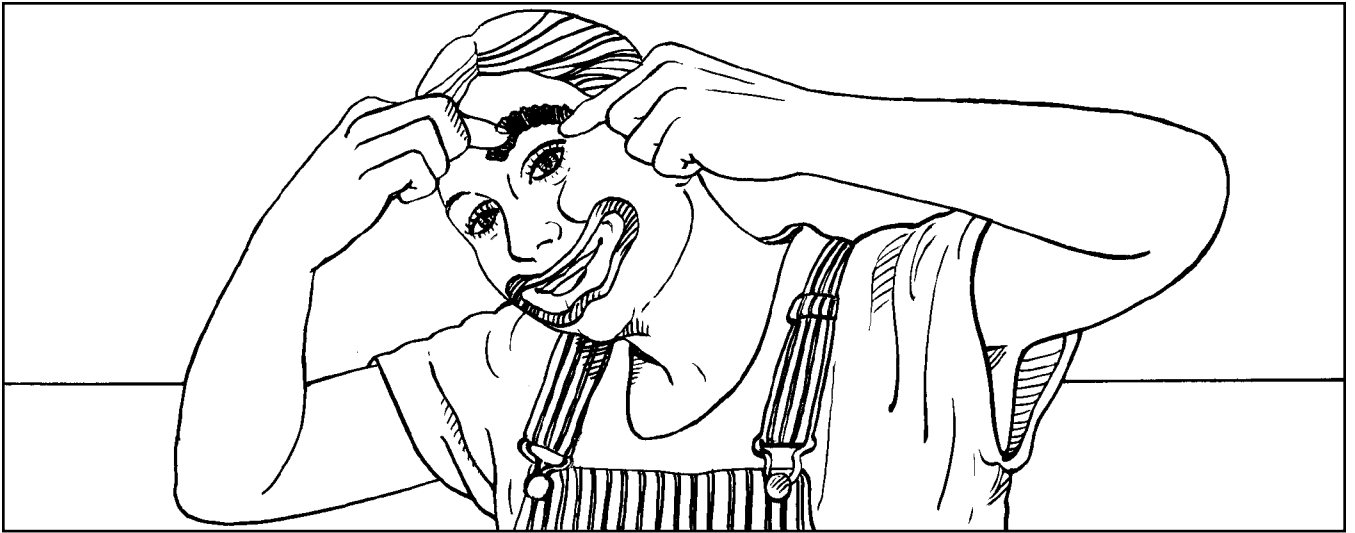
How does a clown put on a face?
Next, she puts paint around her mouth.
She paints a big, red smile.
What is next?

5

How does a clown put on her face?
Next, she paints her eyelids.
What does she put on next?

9



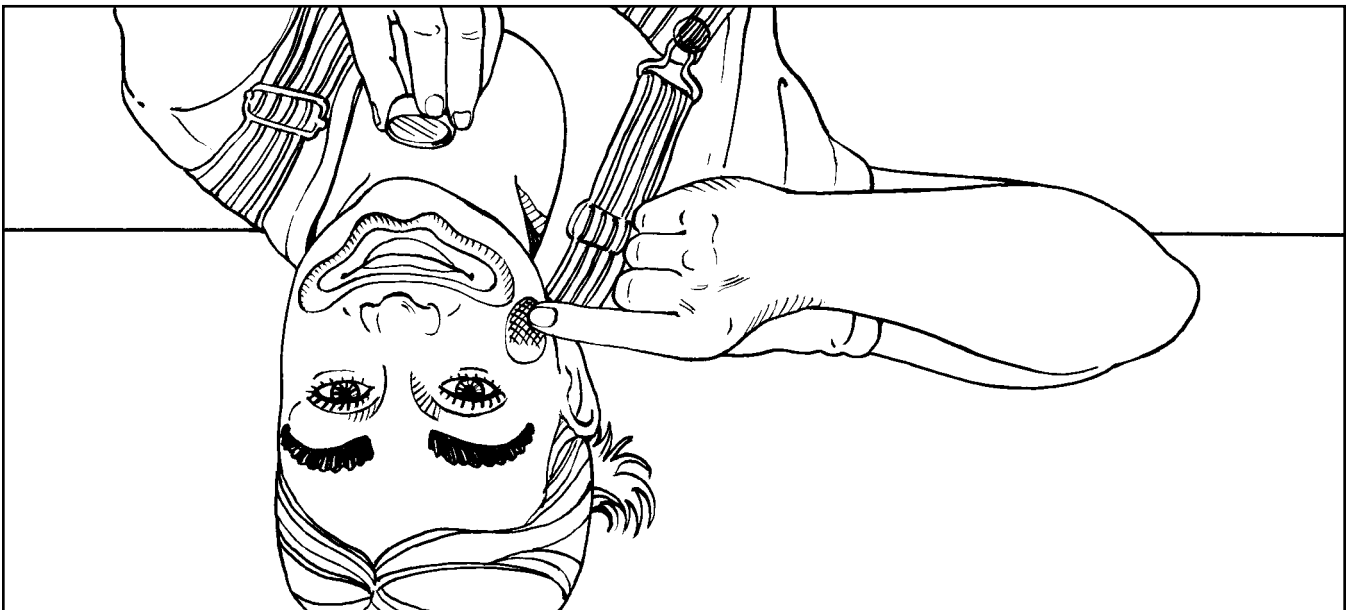


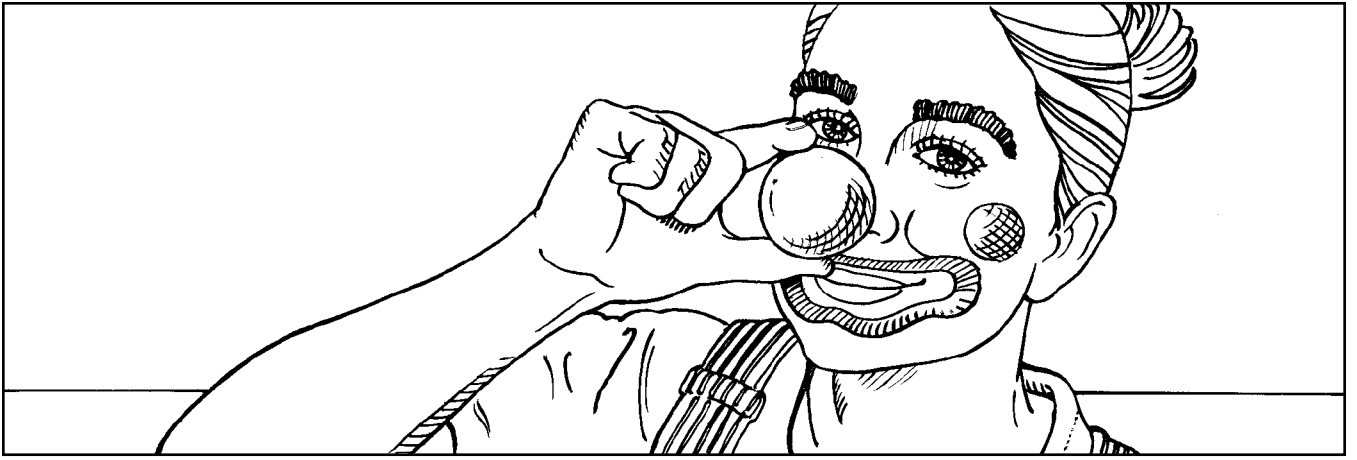
How does a clown put on her face?
Next, she puts on big, fuzzy eyebrows.
What comes after that?

7

Then she paints big, pink circles on her cheeks.
What comes next?

8



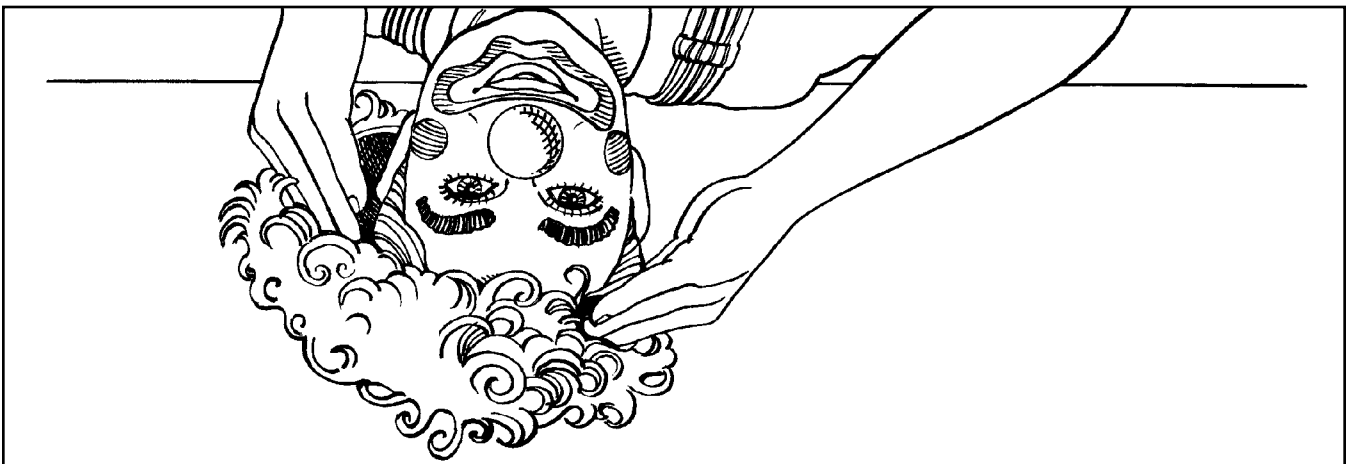


How does a clown put on her face?
Next, she puts on her red nose.
It honks if you squeeze it.
What does she do next?

9

How does a clown put on her face?
After putting on a red nose,
she puts on a silly wig.
What does she do next?

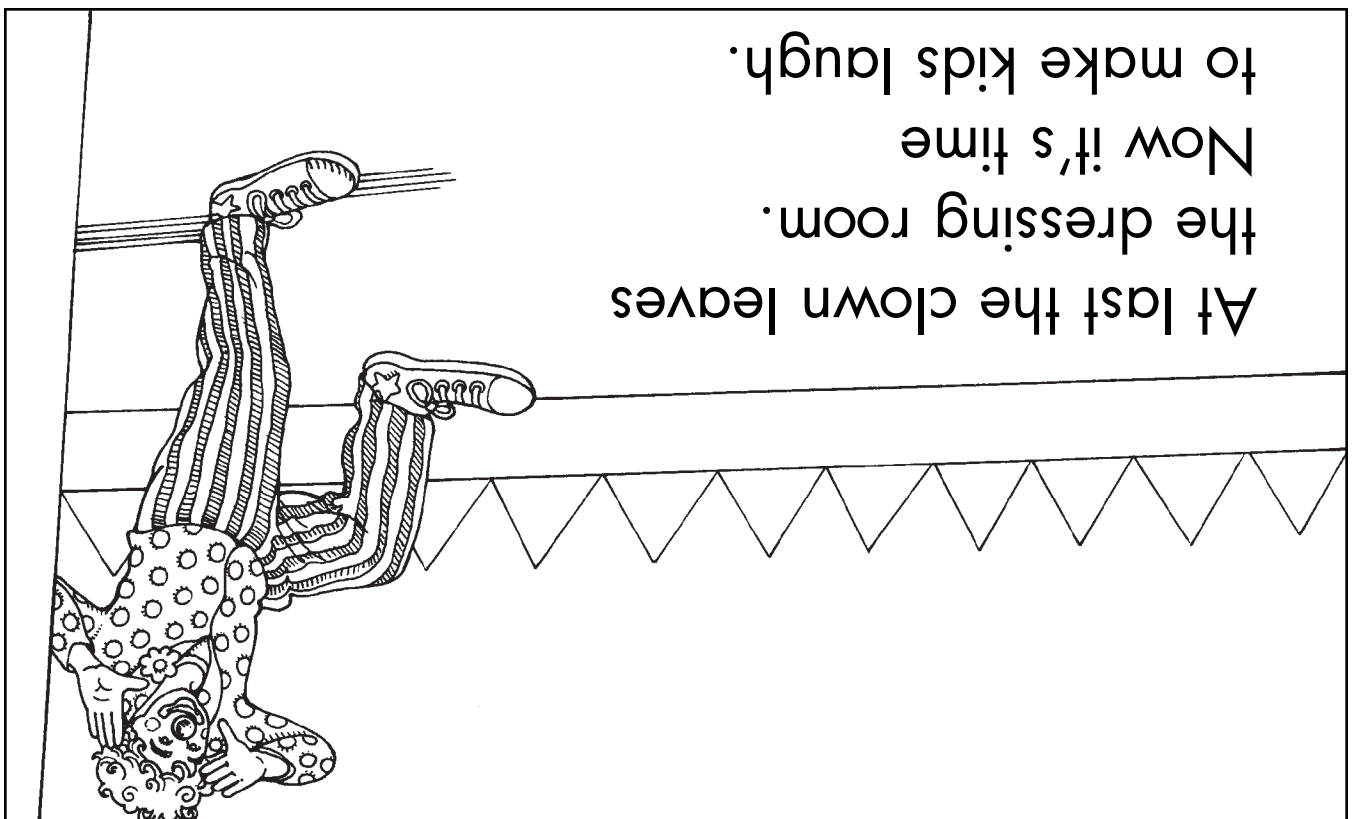
10





Then she gets dressed.
She puts on a polka-dot jacket and striped pants.
And she puts on big, floppy shoes.

11



12

Name _____

1	2
3	4



INSTRUCTIONS: Have students cut out the pictures and put them in the order in which they happened. Have them check the book for accuracy and then paste them in order on the top of this page. Have them write a sequence word on the back of each picture.

Name _____

VCe long /a/	Not VCe long /a/

A CLOWN FACE • LEVEL F • 2



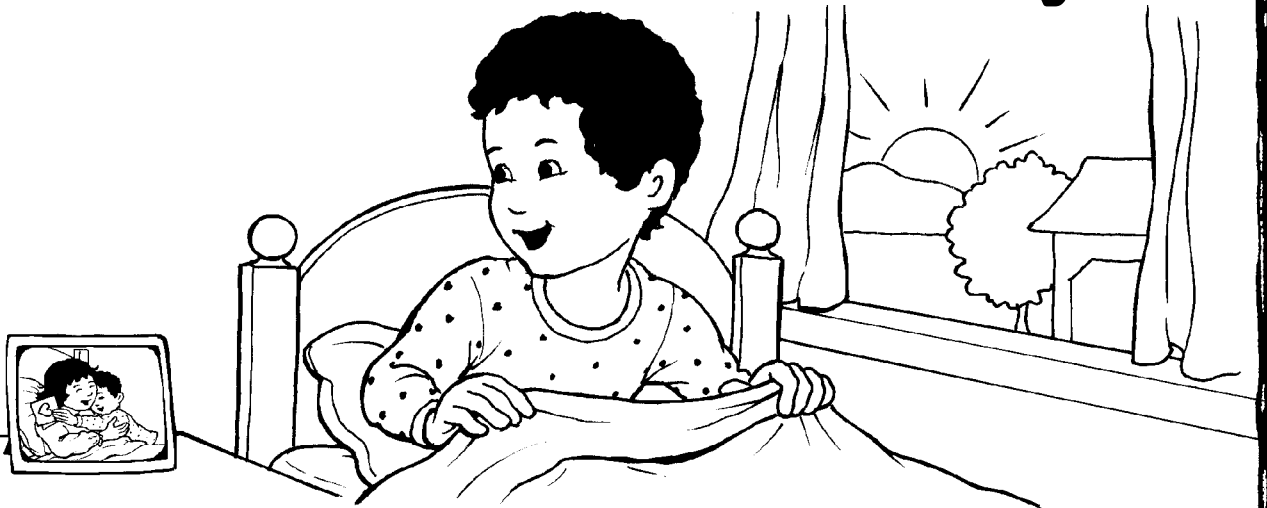
race	bank	dance
cape	same	plant

SKILL: VCe LONG /a/

INSTRUCTIONS: Have students cut out the words and paste them in the first column if they have the VCe long /a/ vowel sound and spelling. Have them paste the words in the second column if they do not have the VCe long /a/ sound and spelling. Have students read the words in each column to a partner.

LEVELED READER • F

Mother's Day

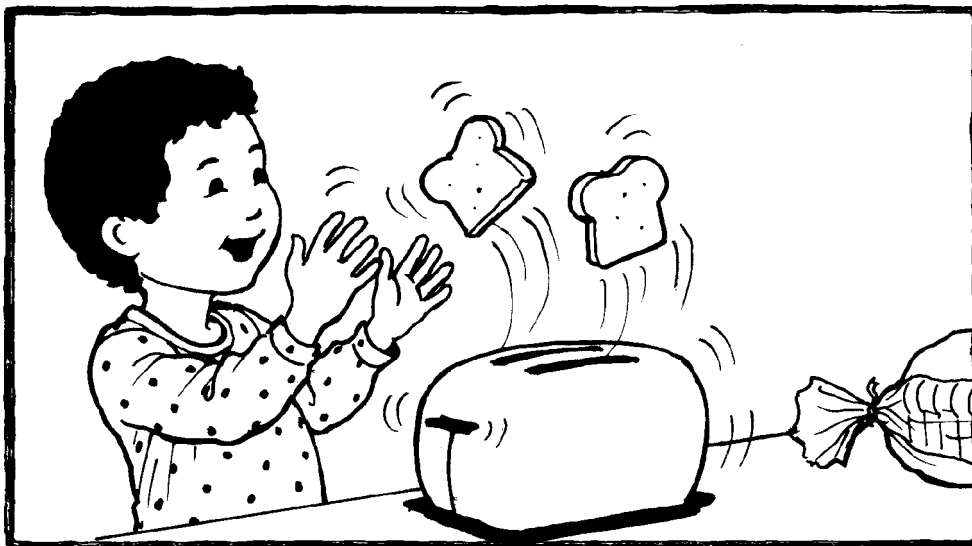


Written by Sharla LaVelle • Illustrated by Margaret Sanfilippo

www.readinga-z.com

Mother's Day

A Reading A-Z Level F Leveled Reader • Word Count: 150



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Mother's Day



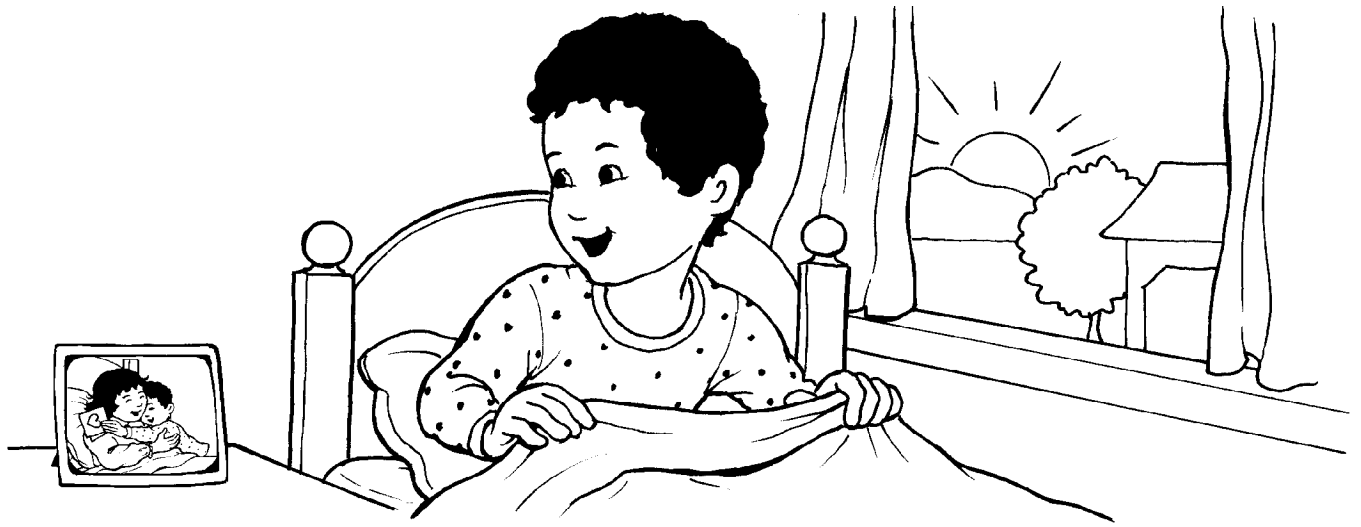
Written by Sharla LaVelle
Illustrated by Margaret Sanfilippo

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10	DRA
9-10	Reading Recovery
F	Fountas & Pinnell

LEVEL F
Correlation

Mother's Day
Level F Leveled Reader
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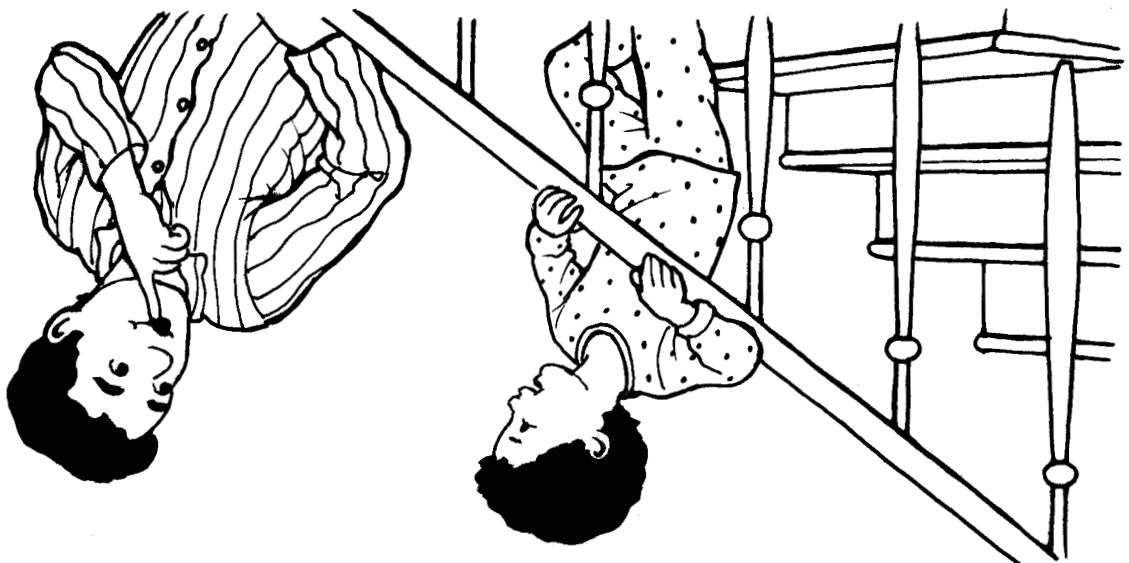


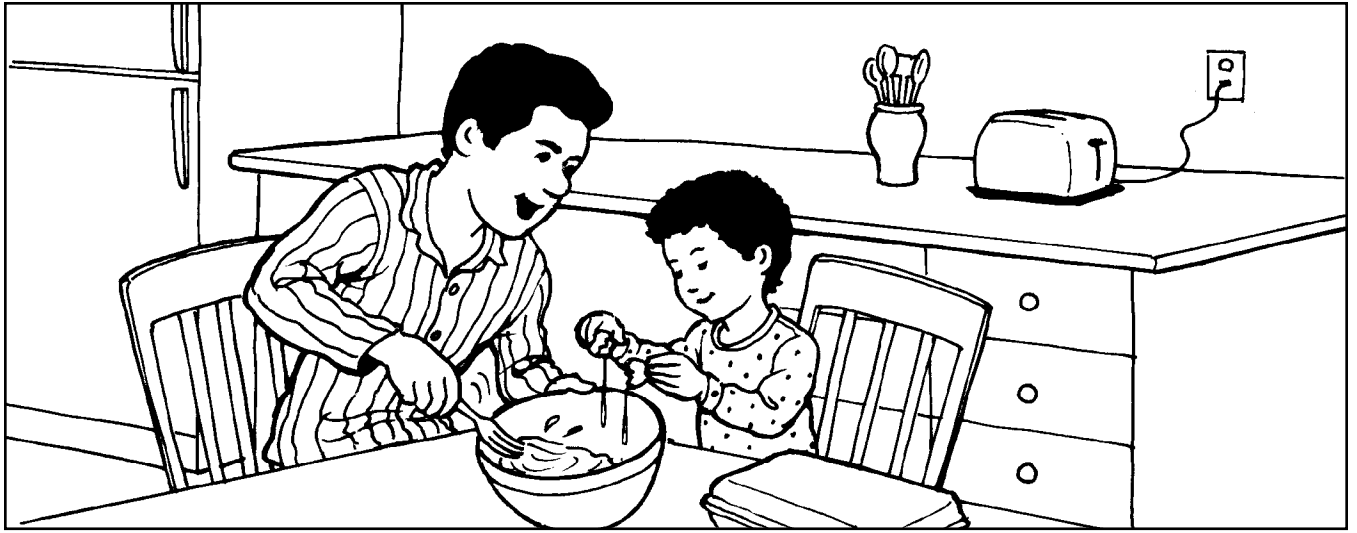
Today is a special day.
 Today is Mother's Day.
 I want to do something special for my mom.

3

Dad and I wake up early.
 Dad and I sneak downstairs.
 Quietly, quietly, quietly.

4





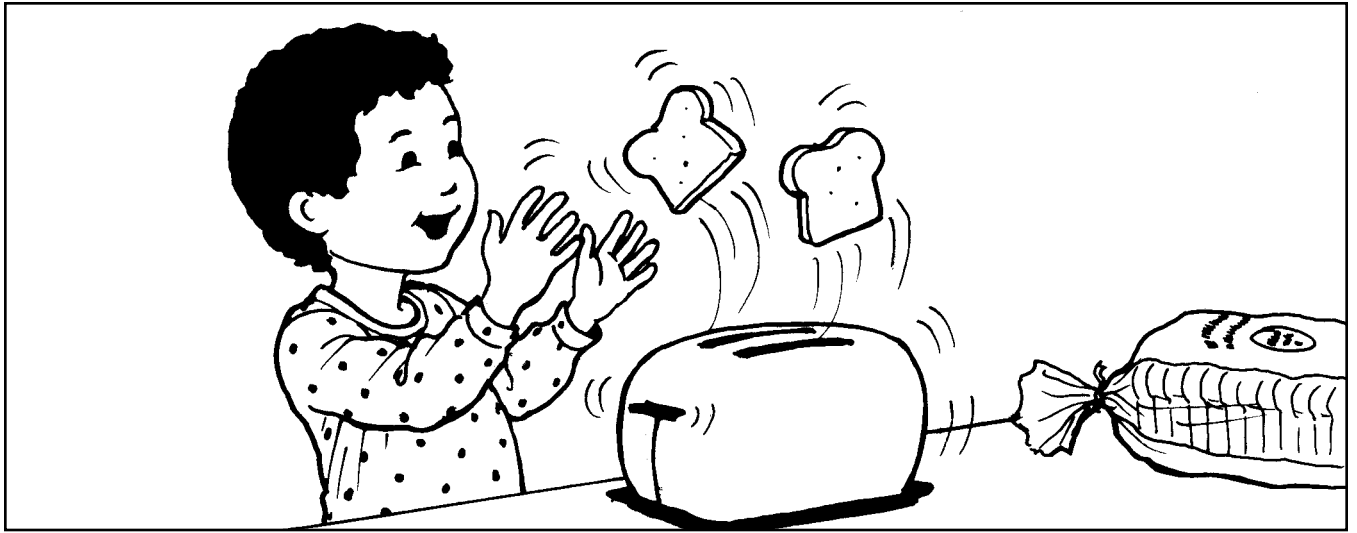
First we make her eggs.
I help crack the eggs in the bowl.
Scramble, scramble, scramble.

5

Then we make her bacon.
I help lay the bacon in the pan.
Sizzle, sizzle, sizzle.

6



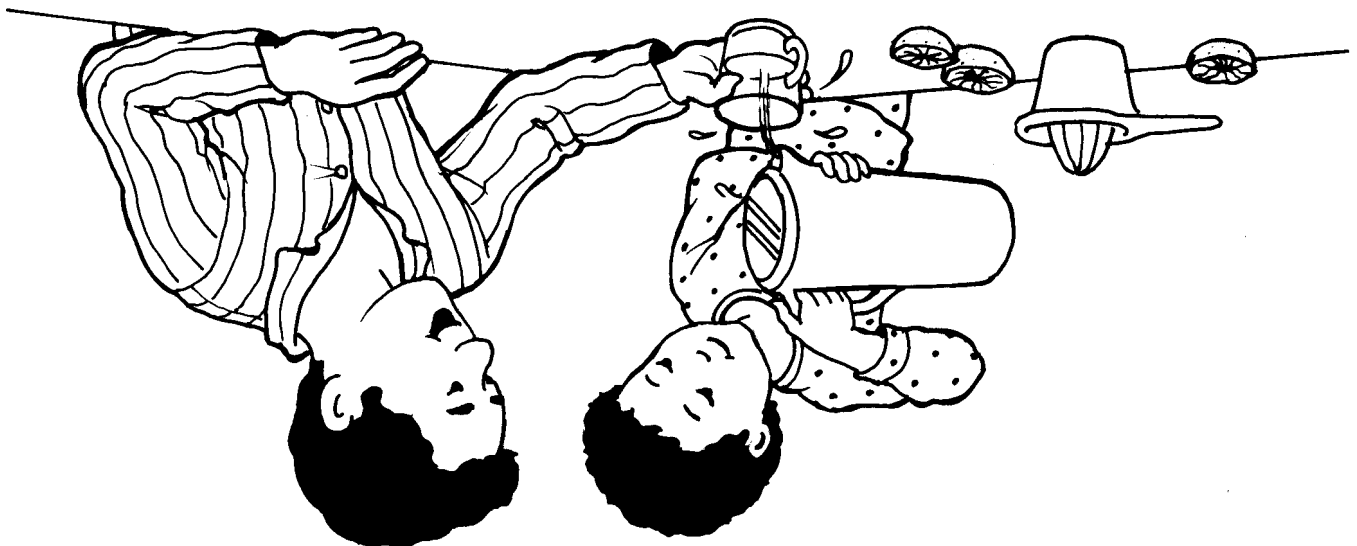


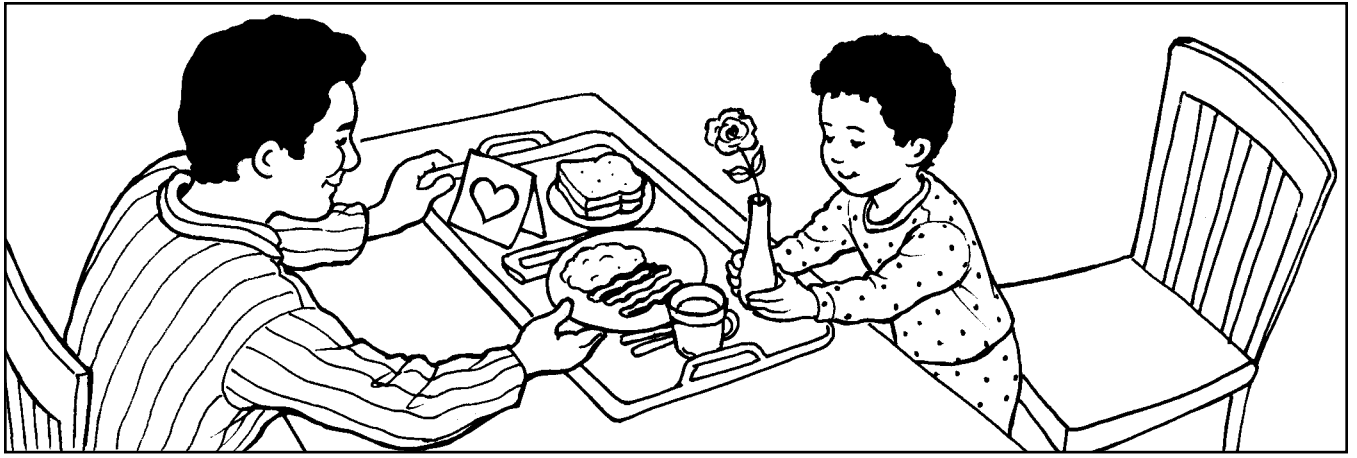
Then we make her toast.
I help put the bread in the toaster.
Pop, pop, pop.

7

Then we make her juice.
I help pour the juice in a cup.
Pour, pour, pour.

8



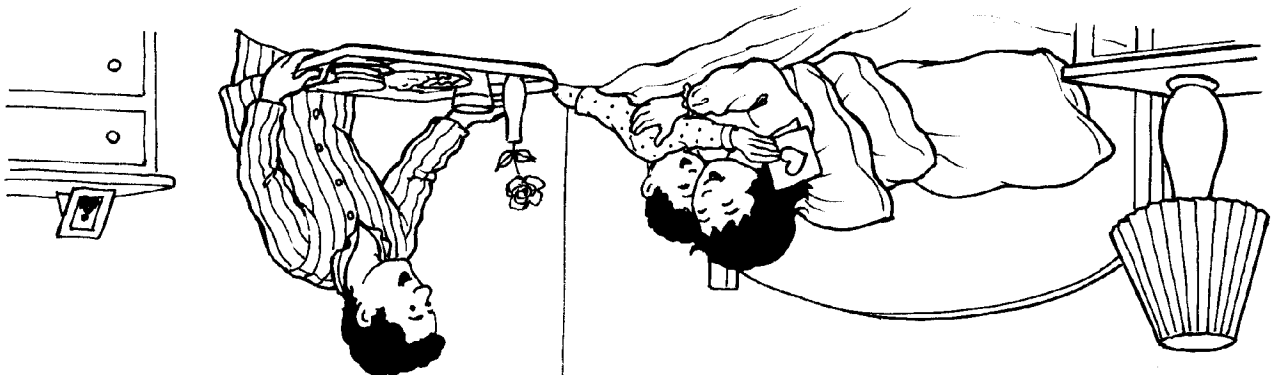


Then we put it on a tray.
I help decorate the tray
with a flower and a card.
Done, done, done.

9

Dad and I sneak back upstairs to Mom's bed.
I wake up Mom with a hug and a kiss.
Dad hands Mom her breakfast.
We both say, "Happy Mother's Day!
We love you!"

10



Name _____

Characters (Who)

Setting (When and Where)

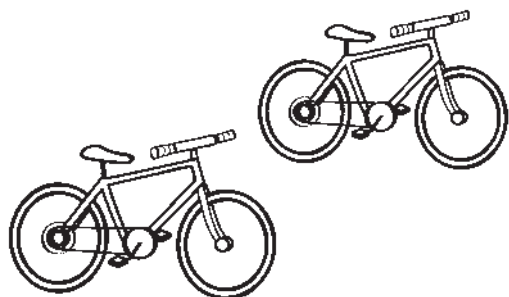
Plot (What happens?)

INSTRUCTIONS: Have students write the characters in the story and tell where the story takes place. Then have them list the plot events in the story in the order in which they happened.

Name _____



This is the _____ dog.
girls girl's



There are two _____.
bikes bike's



The mouse is the _____ friend.
cats cat's

INSTRUCTIONS: Have students look at each picture. Read each sentence with them. Have students circle the word that completes each sentence. Then have them write their own sentence using a possessive noun.

Name _____

dog

cook

milk

any

home

rain

bow

shake

thing

work

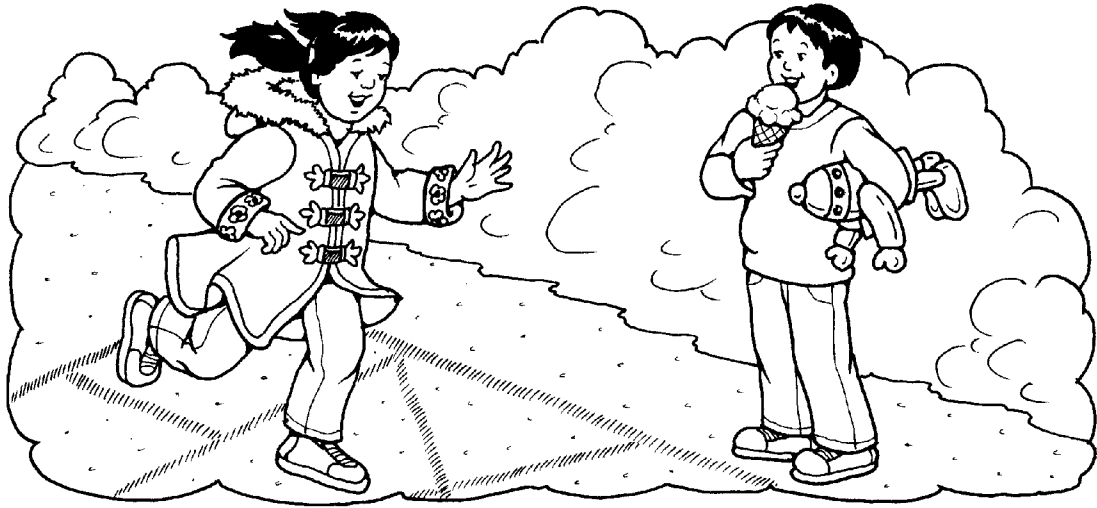
book

house

INSTRUCTIONS: Have students cut out the words and put them together to make compound words.

LEVELED READER • F

Needs and Wants



Written by Jordan Fujioka • Illustrated by Loretta Lustig

www.readinga-z.com

Needs and Wants

A Reading A-Z Level F Leveled Reader • Word Count: 138



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Needs and Wants



Written by Jordan Fujioka
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10	DRA
9-10	Reading Recovery
F	Fountas & Pinnell

LEVEL F
Correlation

Needs and Wants
Level F leveled Reader
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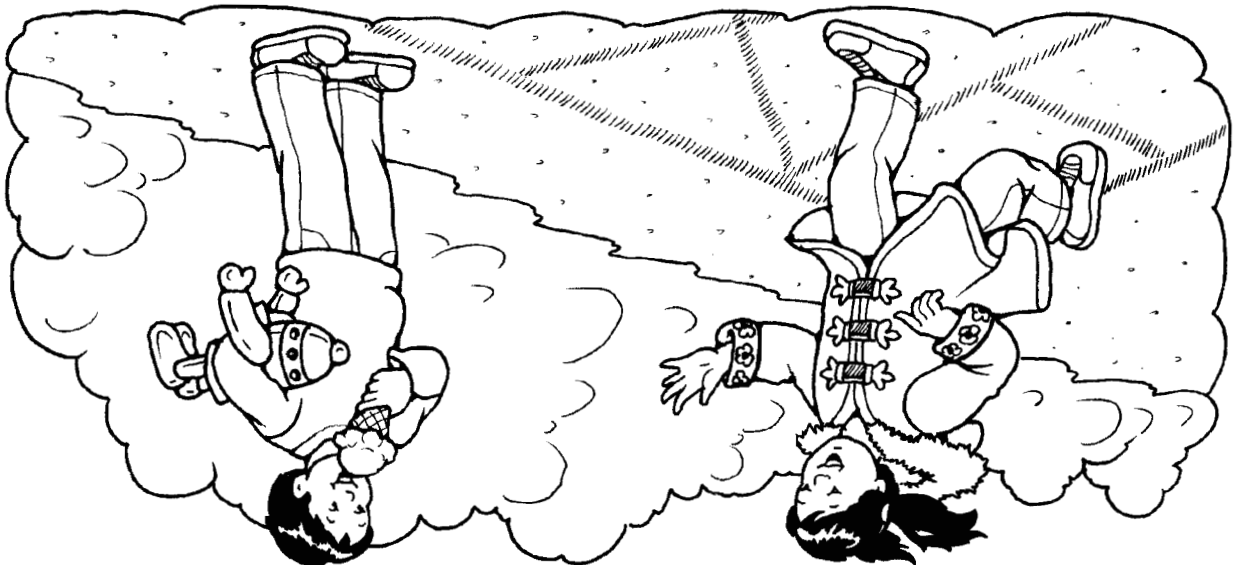


We all need things.
We need food, water, and air.
We need a home and clothing, too.

3

We all want things.
We want things that make us happy.
We want things that are fun.

4





Erin needs water to drink.
She wants a glass of lemonade.

5

Jacob needs food to eat.
He wants pasta for dinner.

6



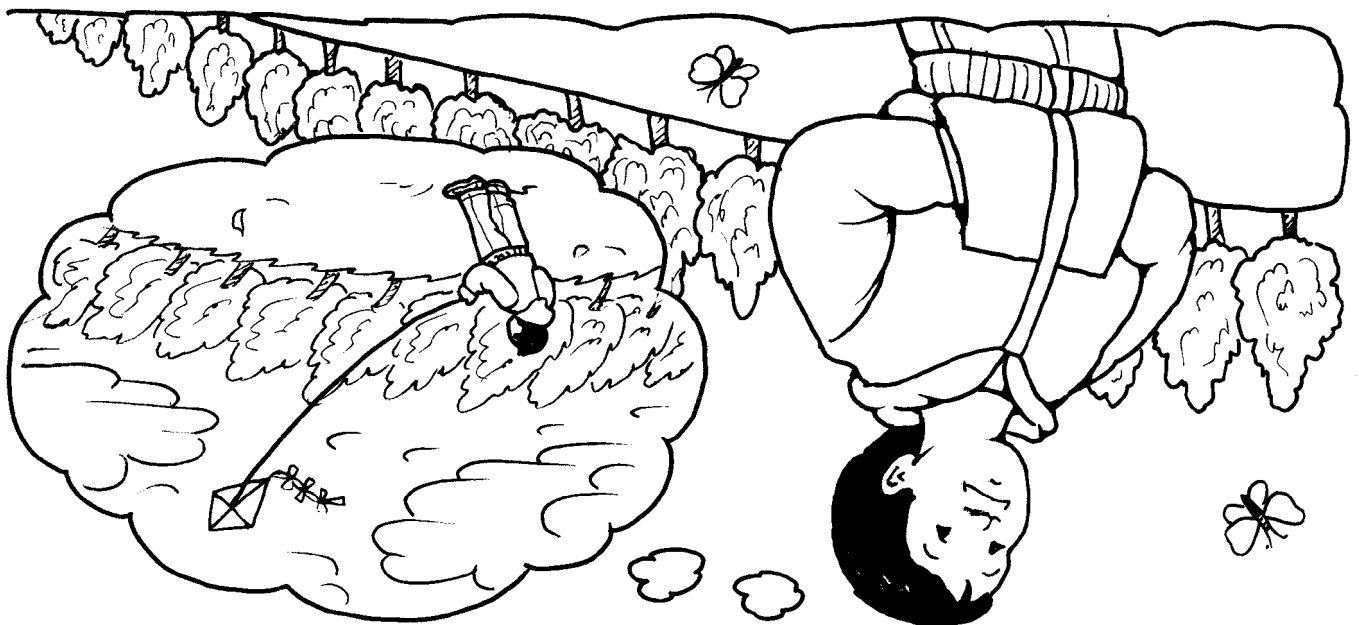


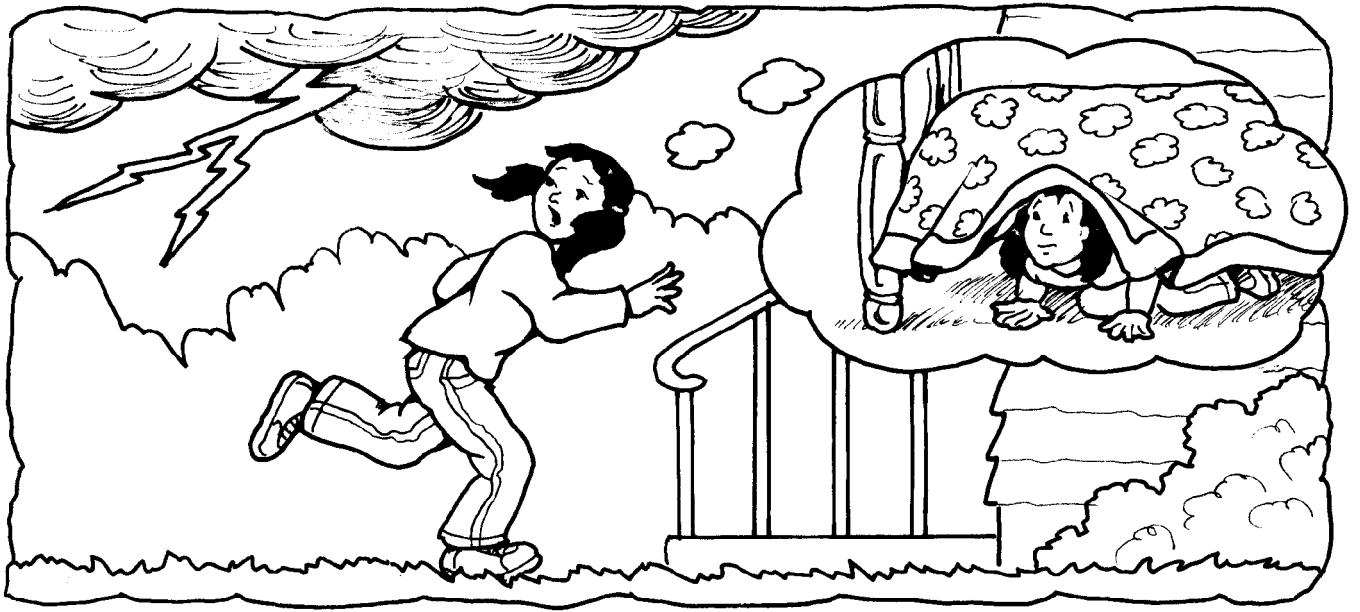
Erin needs a warm coat for the winter.
She wants a long red coat.

7

Jacob needs air to breathe.
He wants some wind to fly his kite.

8



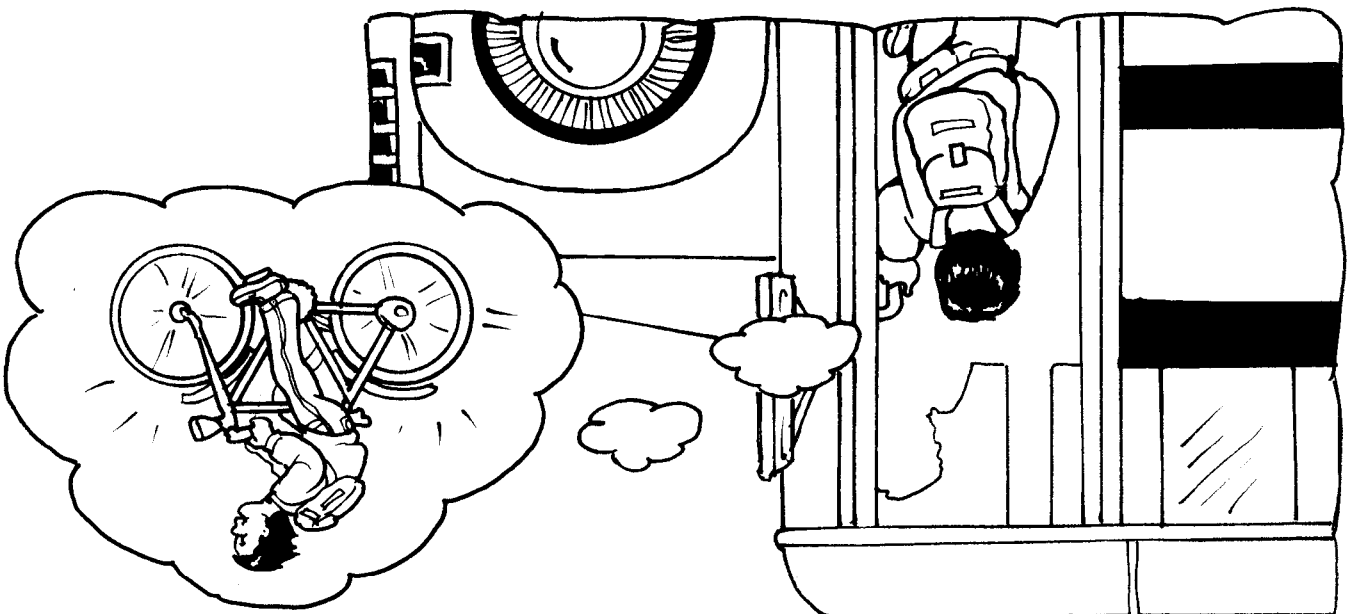


Erin needs to stay safe from the storm.
She wants to go under her bed.

9

Jacob needs a way to get to school.
He wants a new bike.

10



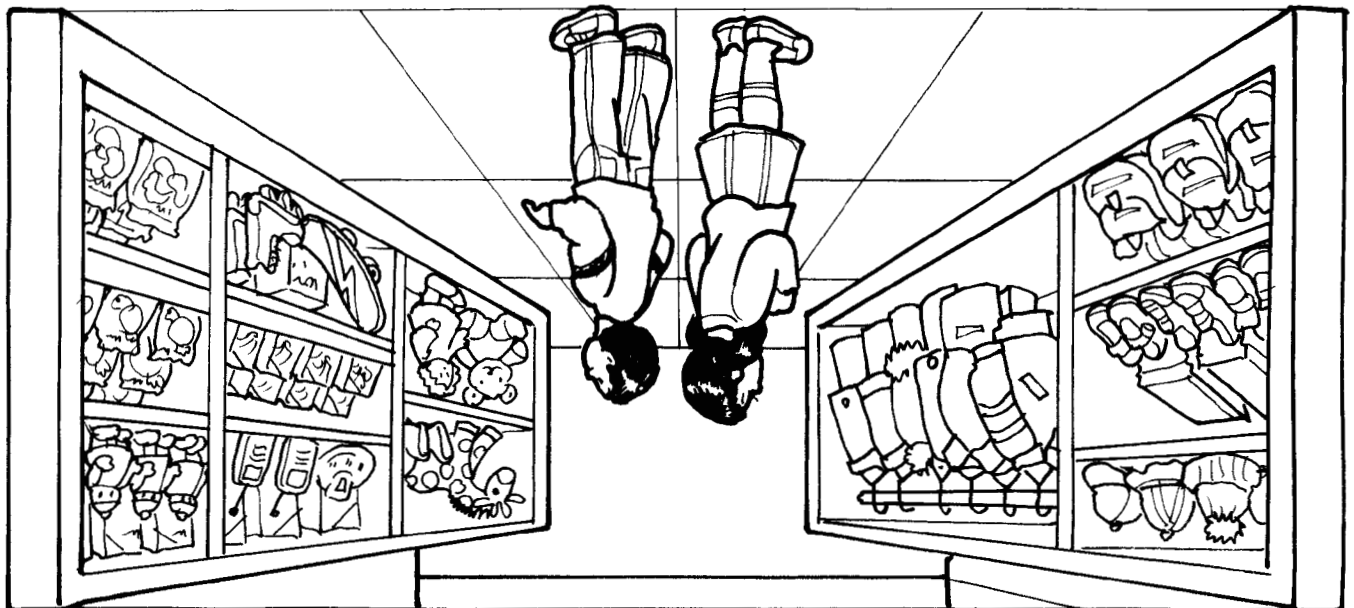


Erin needs to read a book for school.
She wants to read a funny book.

11

What kinds of things do you want?
Do you really need those things?

12



Name _____

INSTRUCTIONS: Have students find the needs and wants in the book and write them in the top two boxes. Then have them write or draw their own needs and wants in the bottom boxes.

Needs

water to drink

Wants

My Needs

My Wants

Name _____

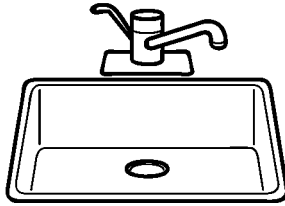
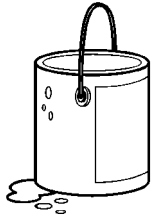
INSTRUCTIONS: Have students identify each picture and write the correct blend ending in the blank.

nk

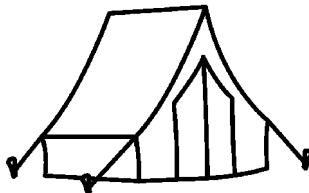
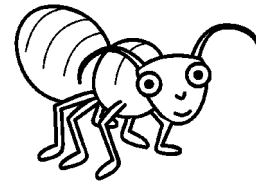
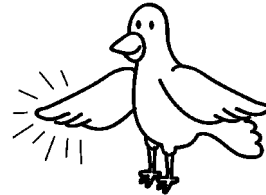
nt

nd

ng

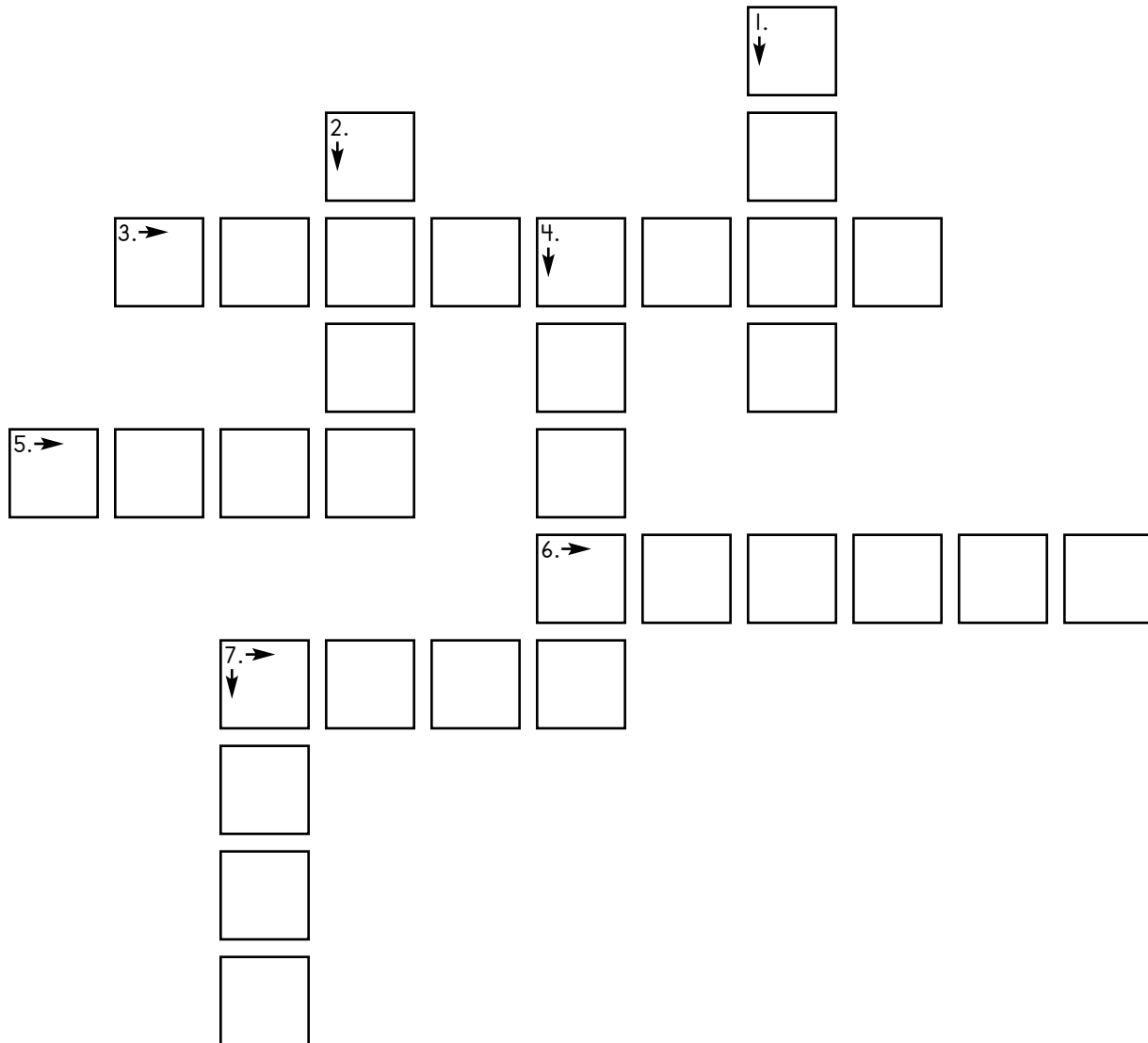


nt



Name _____

INSTRUCTIONS: Have students use the clues and the words in the box to fill in the puzzle.



NEEDS AND WANTS • LEVEL F • 3

Across

- 3. What you wear on your body.
- 5. Not a want, but a _____.
- 6. People go here to learn.
- 7. Something you ride.

Down

- 1. Not a need, but a _____.
- 2. Eating this gives you energy.
- 4. A place where someone lives.
- 7. Something you read.

SKILL: CONTENT WORDS

Glassblowing

A Reading A-Z Level F Leveled Reader

Word Count: 141

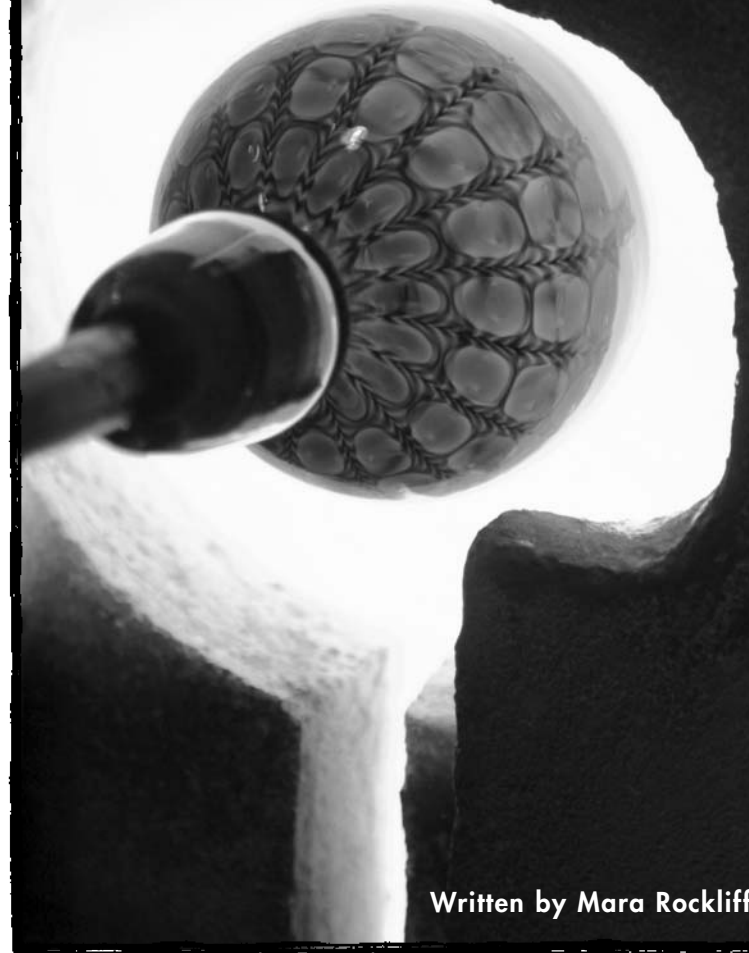



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LEVELED READER • F

Glassblowing



Written by Mara Rockliff

www.readinga-z.com

Glassblowing



Written by Mara Rockliff

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Glassblowing
Level F Leveled Reader
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Written by Mara Rockliff

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Correlation

LEVEL F	
Fountas & Pinnell	F
Reading Recovery	9–10
DRA	10



I am a glassblower.
Watch me make
a beautiful glass bowl.



The oven that holds
the glass is very, very hot.
The hot glass is runny,
like honey.



I dip my long pipe
into the hot glass.
I roll the pipe on the table
to smooth and cool
the glass.



I blow into the pipe.
I blow a bubble
in the gooey glass.
I try not to blow too hard.



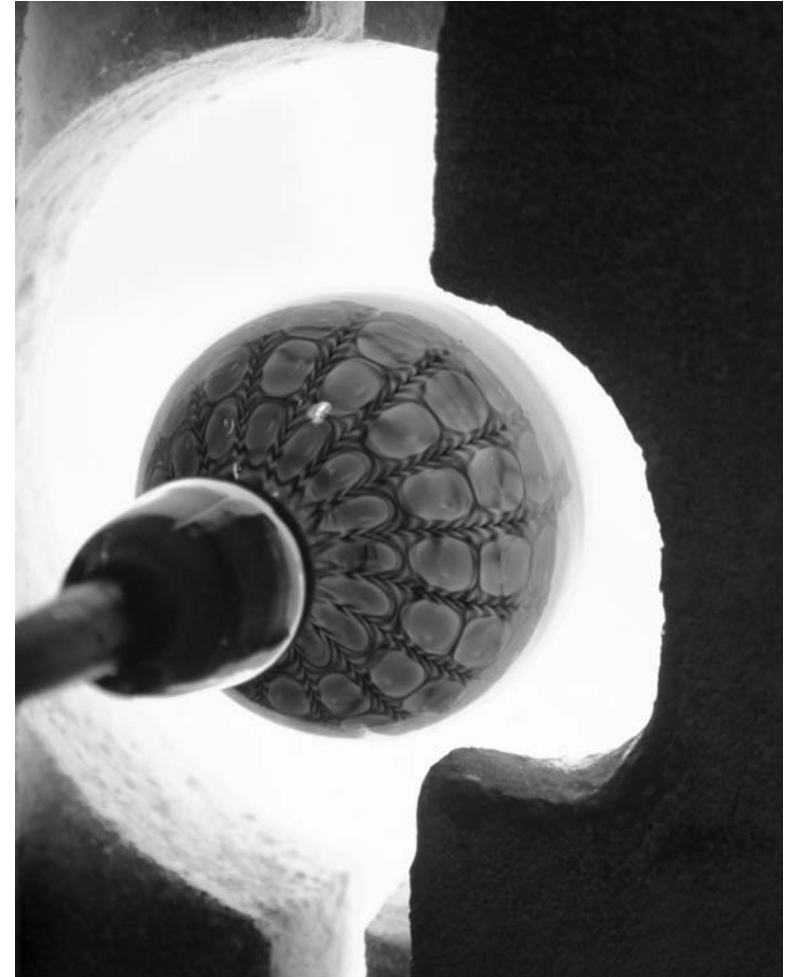
I add other colors
to make the bowl
even more beautiful.



I dip my pipe
into the oven again.
The oven makes
the colors flow.



My tools help me to shape
the glass.



I spin the glass
as fast as I can.
The bowl gets wider
and wider.



I break off the pipe.
I heat the glass again
to make it smooth.

11



The glass cools slowly.
My beautiful bowl is done.

12

Name _____

INSTRUCTIONS: Have students cut out the boxes and place them in the order in which they occur in the process of making a bowl. Have students check the order by referring to the book.

1

2

3

4

5

6



My tools help me
shape the glass.



I blow into the pipe
to make a bubble.



I break off the pipe.
I heat the glass to
make it smooth.



I spin the glass
as fast as I can.



The glass
cools slowly.



I add other colors
to make the bowl
beautiful.

Name _____

INSTRUCTIONS: Have students write the l-family blend they hear at the beginning of each word.

bl

cl

fl

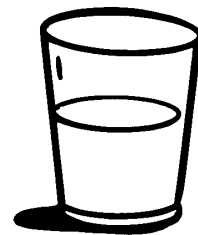
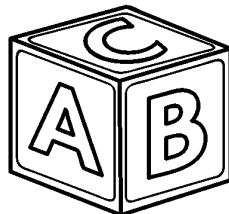
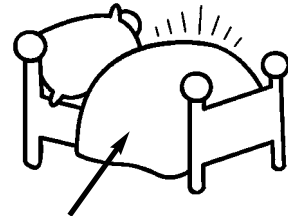
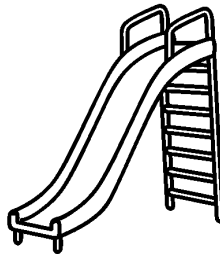
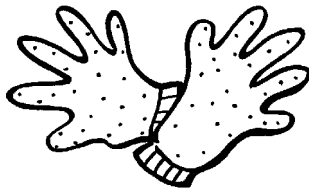
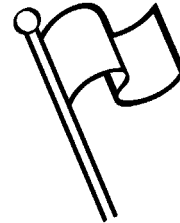
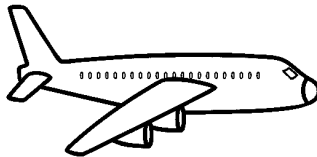
gl

pl

sl



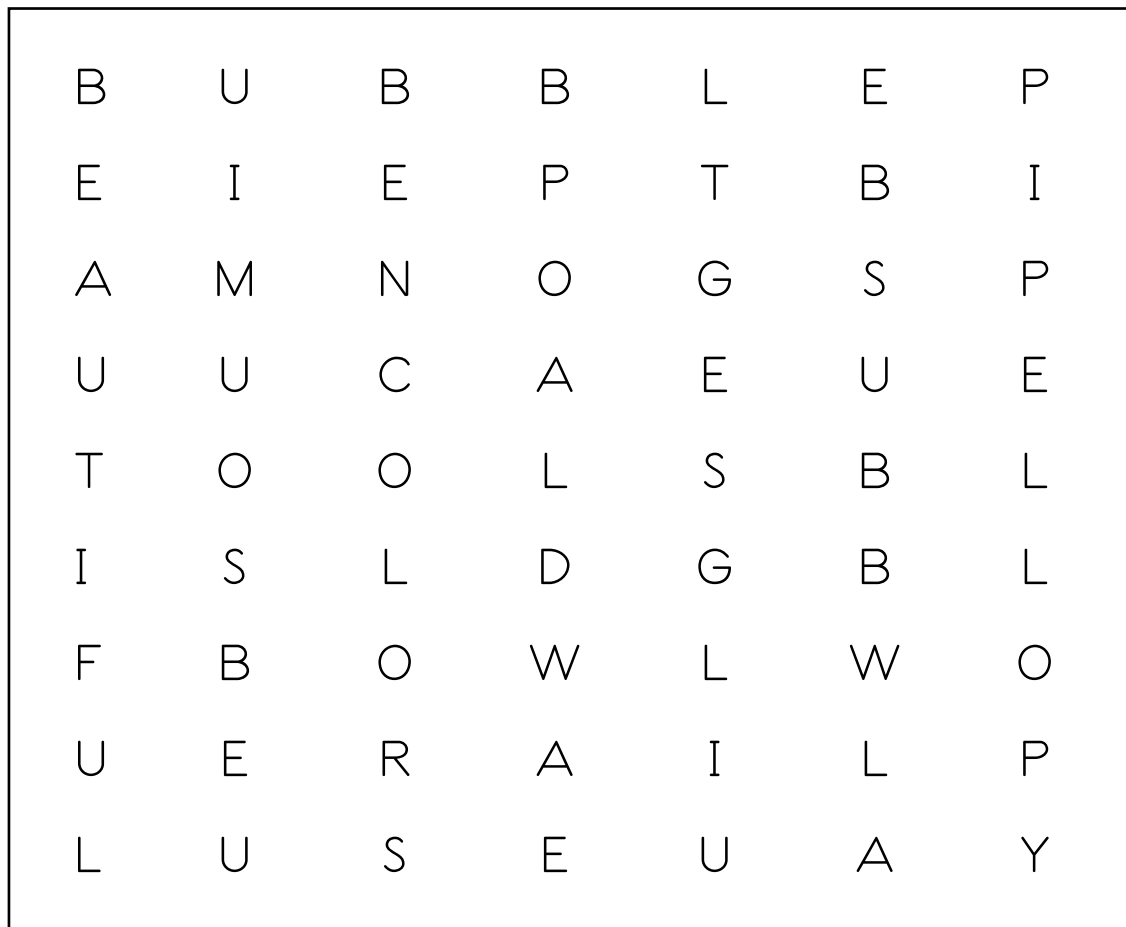
sl



Name _____

INSTRUCTIONS: Have students use words from the book to finish the sentences. Then have them find the words in the word search.

1. The glassblower dipped a _____ into the hot glass.
2. He blew a glass _____ in the gooey glass.
3. He added _____ to make the bowl beautiful.
4. The glassblower used _____ to shape the glass.
5. He spun the glass to make the _____ wider.
6. The glassblower made a _____ glass bowl.



Our Camping Trip

A Reading A-Z Level F Leveled Reader

Word Count: 150

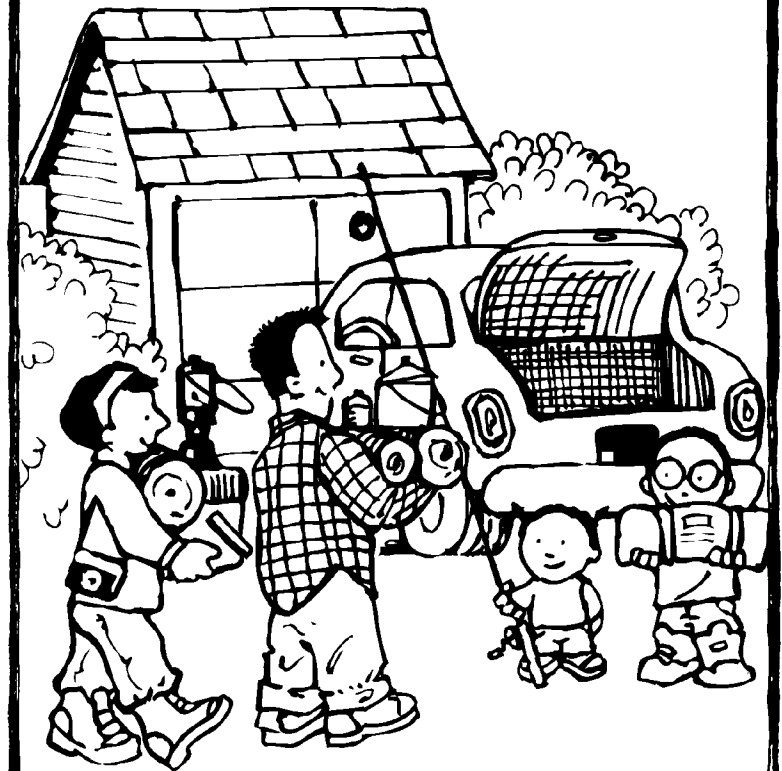


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LEVELED READER • F

Our Camping Trip



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Illustrated by Nancy Sarama

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Level F Leveled Reader
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Correlation

LEVEL F

Fountas & Pinnell	F
Reading Recovery	9-10
DRA	10

Table of Contents	
Packing Up	4
Nighttime	6
Bear and Fish	8
Time to Go Home	10



Packing Up
We're going camping!
We pack our tent, sleeping
bags, and cooking gear.
"Don't forget the camera!"
I say.



We drive to the lake,
and we set up camp.
Click! I take a picture.



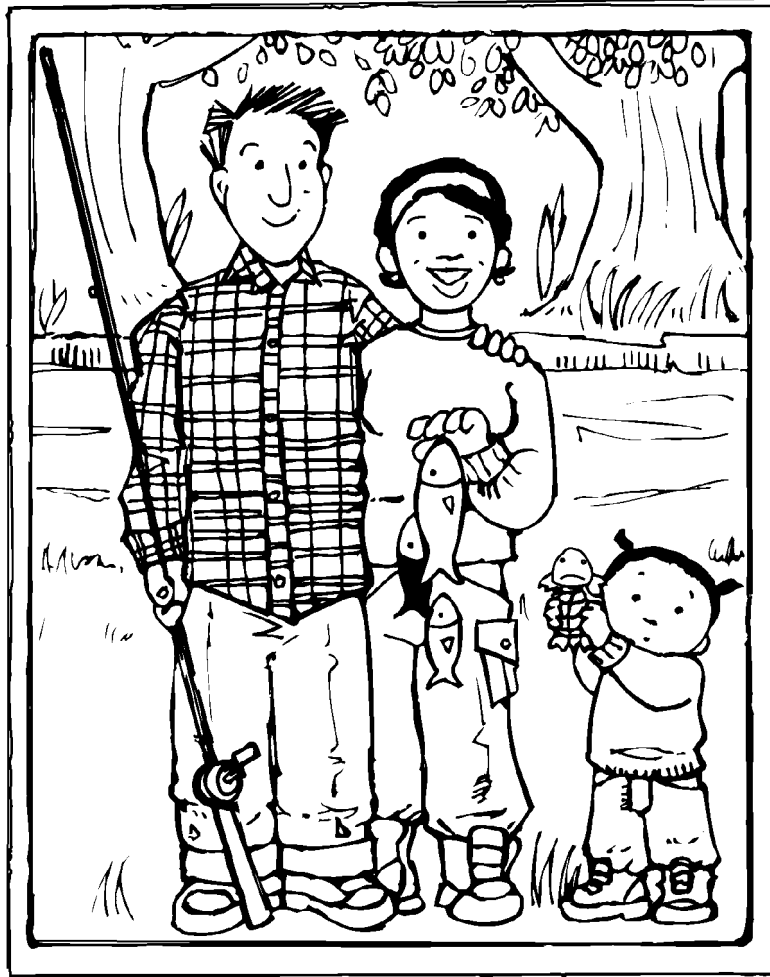
Nighttime
"Time to eat," says Dad.
We build a fire to cook
hamburgers and hot dogs.
Click! I take a picture.



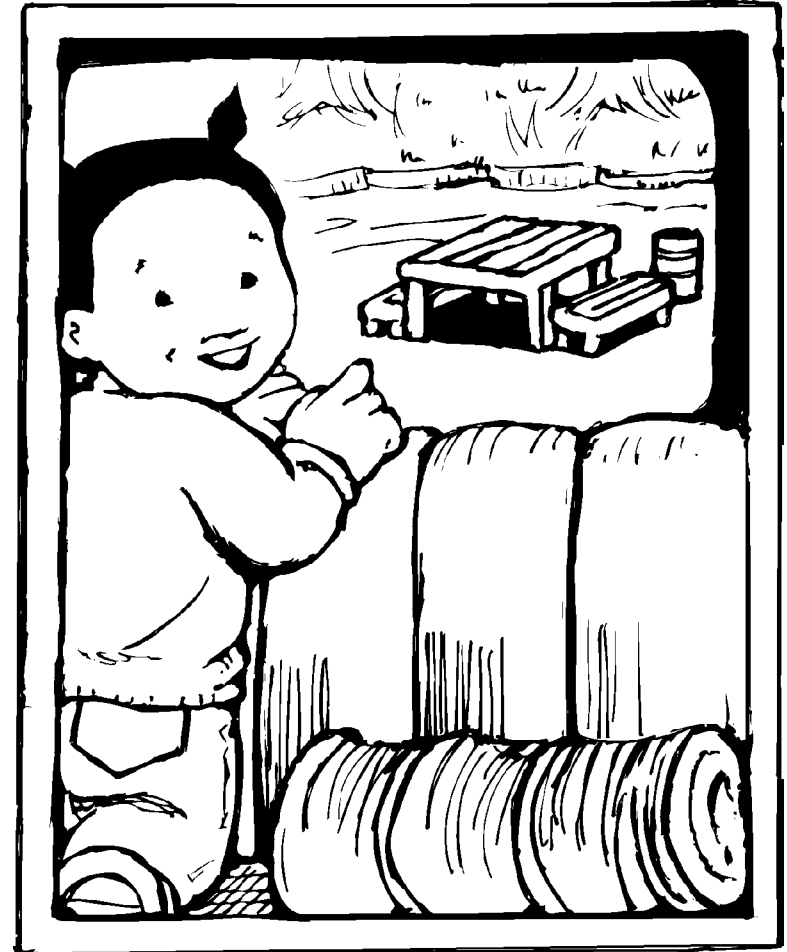
"Time for bed," says Mom.
We get into our sleeping
bags.
We look at the stars.
Click! I take a picture.



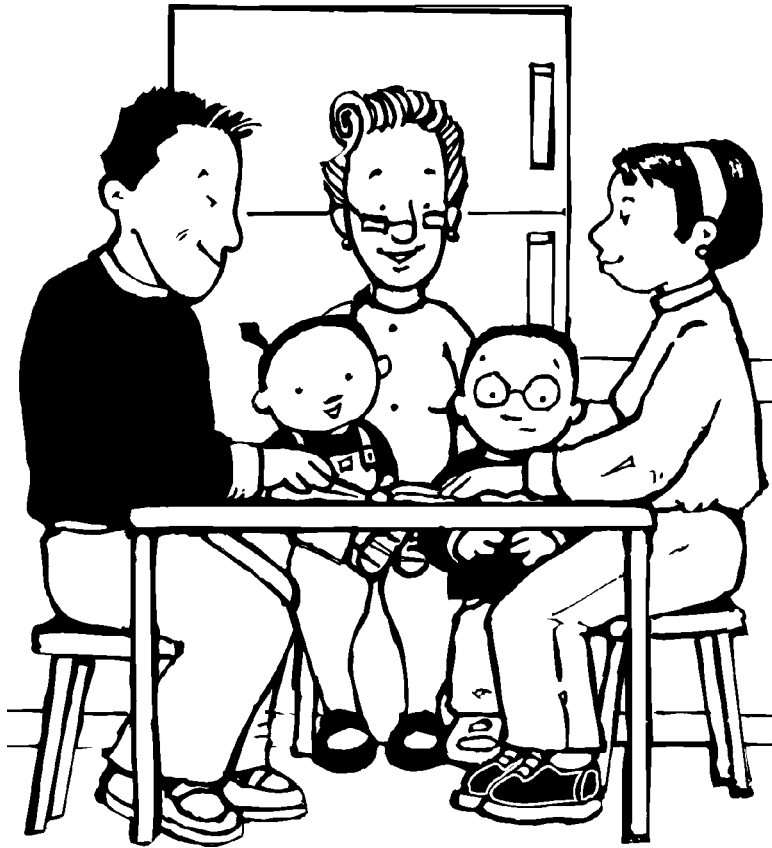
Bear and Fish
In the morning, we see
a bear by the lake.
It is eating berries.
Click! I take a picture.



"Time for fishing," says Dad.
Mom catches three fish,
and Abby catches a turtle.
Click! I take a picture.



Time to Go Home
Our camping trip is over,
and it's time to go home.
Click! I take a picture.



The next day,
Grandma wants to hear
all about our trip.
I can't remember
everything . . .



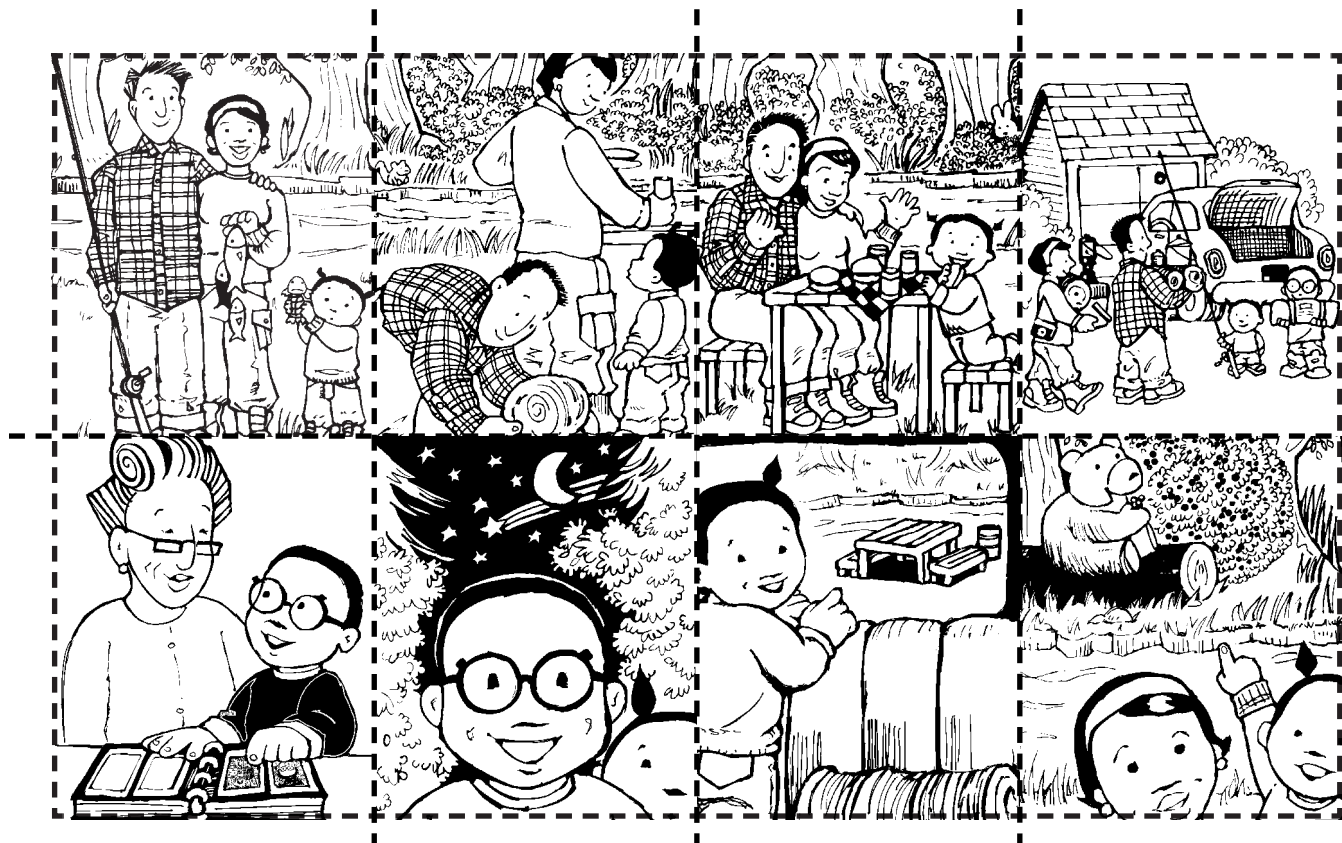
. . . so I show Grandma
all my pictures!

Name _____

INSTRUCTIONS: Have students cut out the pictures and paste them in the order in which they happened in the story.

1	2	3	4
5	6	7	8

OUR CAMPING TRIP • LEVEL F • 1



SKILL: SEQUENCE OF EVENTS

Name _____

INSTRUCTIONS: Have students circle all the words in the box that have the long *i* sound. Then have them write the long *i* words that rhyme with each of the four words below. They should find two rhyming words for each word.

bit

hide

tick

frizz

make

line

lid

take

fish

pine

five

like

side

drip

hike

nice

hid

mile

dive

kite

plate

boat

skip

dime

mice

vine

bike

dice

ride

Name _____

INSTRUCTIONS: Have students draw lines to match the words with their contractions.

is not

I'm

do not

we're

can not

isn't

we are

she's

it is

can't

she is

don't

he is

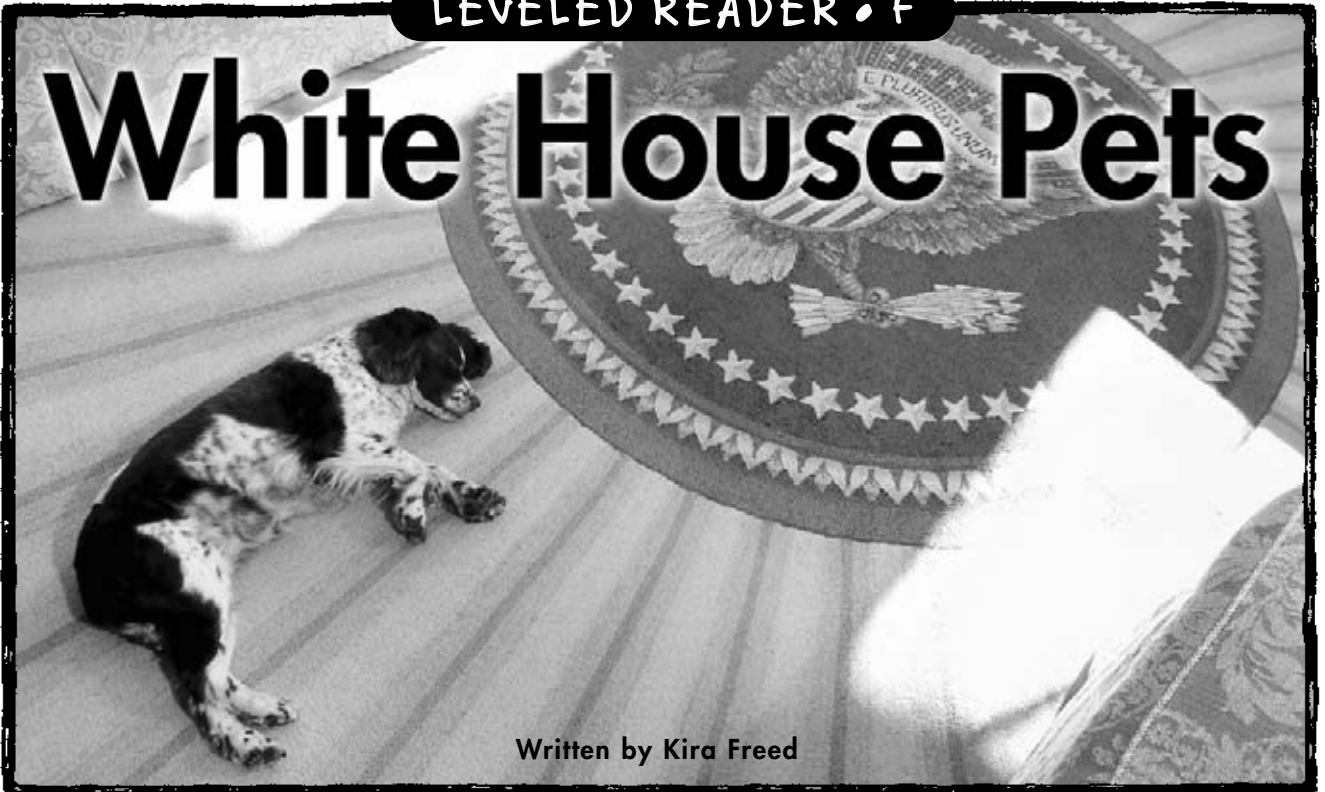
it's

I am

he's

LEVELED READER • F

White House Pets



Written by Kira Freed

www.readinga-z.com

White House Pets

A Reading A-Z Level F Leveled Reader • Word Count: 146




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White House Pets



Written by Kira Freed

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LEVEL F	
Fountas & Pinnell	F
Reading Recovery	9-10
DRA	10

Correlation

Cover: President Bush's dog Spot sleeps on a brand-new rug in the Oval Office.
Back cover: Pauline, pet cow of President Taft, in front of the State, War, and Navy Building, in Washington, D.C.
Title page: President Harding with pet dog, Laddie, is photographed in front of the White House.

Photo Credits:
Front cover: © Reuters/CORBIS; back cover, title page, pages 3, 5 (right), 6 (left and right), 7 (right), 9 (left), 10 (right), 11 (left): Library of Congress; pages 4, 5 (left), 6 (middle), 7 (left), 8 (left), 9 (right), 10 (left), 11 (right), 12: © ArtToday

White House Pets
Level F leveled Reader
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Mrs. Coolidge

3

4

Most presidents have had pets.
They have had dogs, cats, birds,
and horses.
But some very odd pets have lived
at the White House, too.

Odd Pets





Sheep lived at the White House.
They kept the grass trimmed.



Woodrow Wilson

5

A raccoon lived at the White House.
A president walked it on a leash.



Calvin Coolidge

6



Theodore Roosevelt

A snake lived at the White House.
A president's daughter took care of it.

7

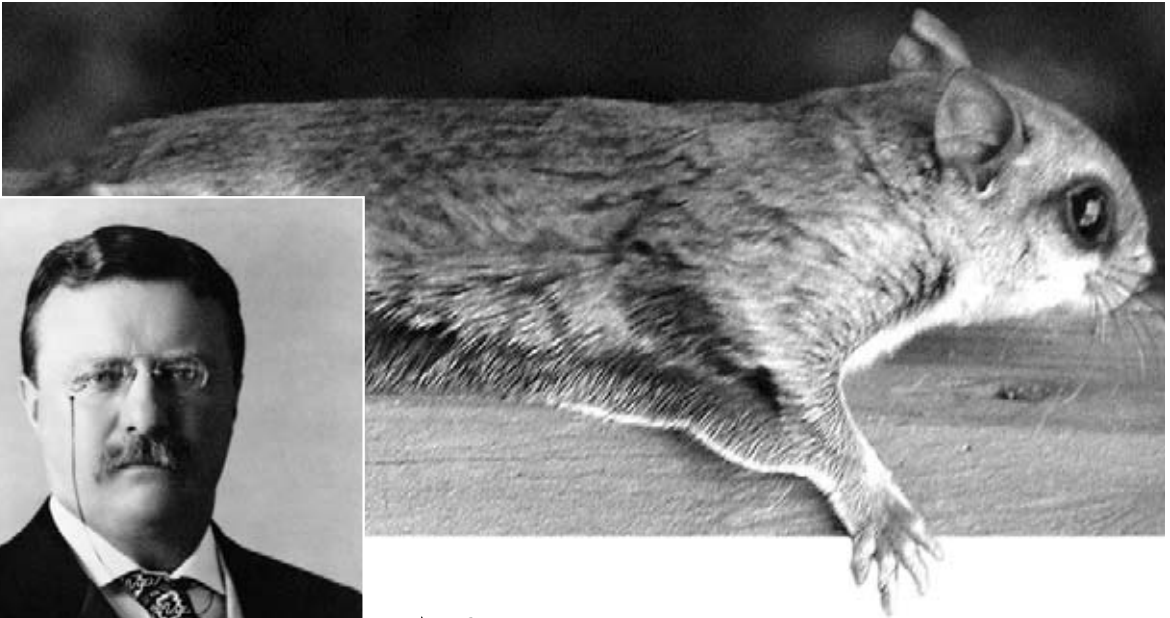


Benjamin Harrison

Goats lived at the White House.
One pulled a president's
grandchildren in a cart.

8





Theodore Roosevelt

A flying squirrel lived at the White House.

A president let it climb on him.

9



Thomas Jefferson

Bears lived at the White House.
A president walked them in
the garden.

10





John Quincy Adams



An alligator lived at the White House.
It lived in a bathtub.

11

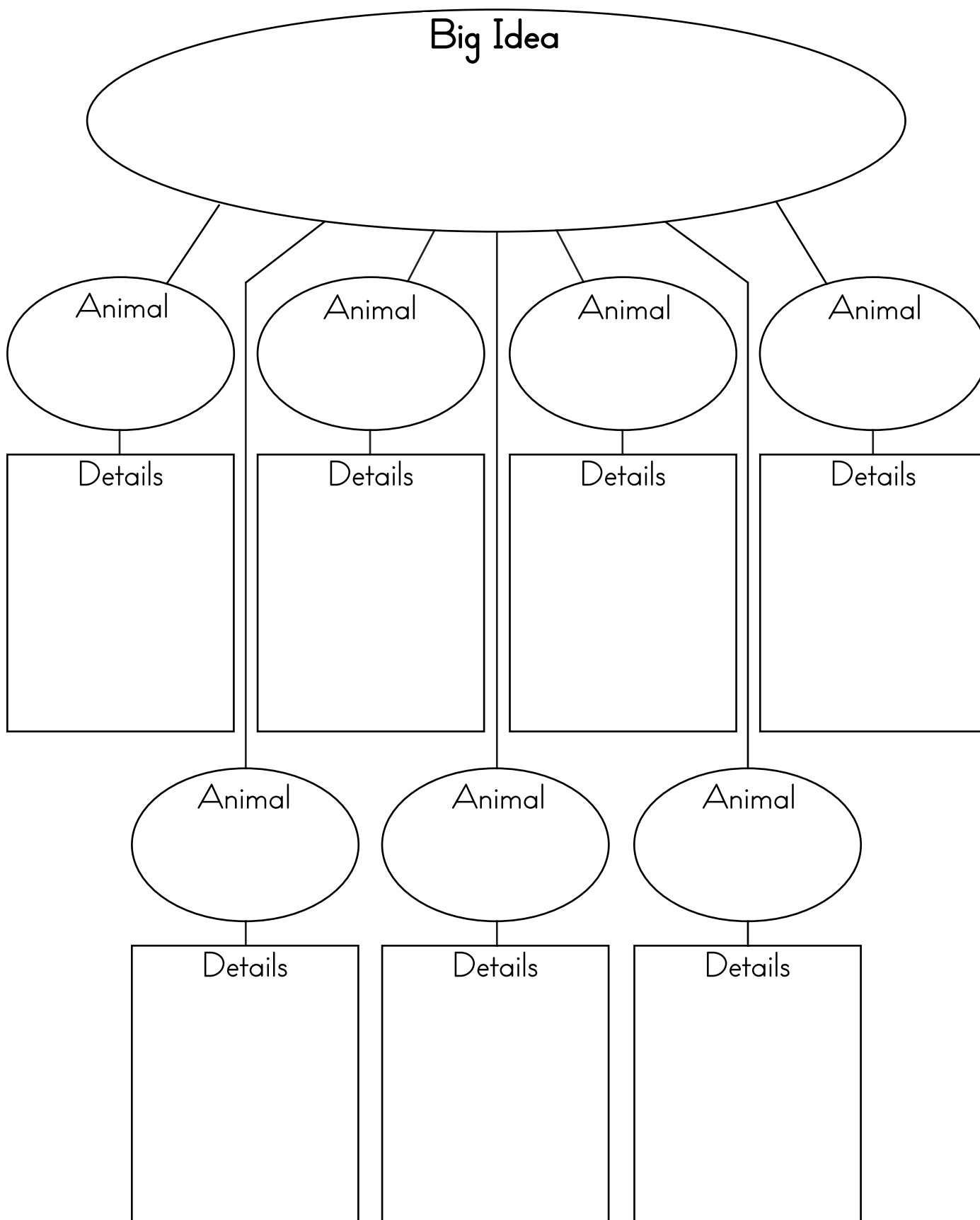
Pets That Couldn't Stay
Elephants, lions, a tiger, and
a hippo were gifts to presidents.
They went to live at a zoo.

12



Name _____

INSTRUCTIONS: Have students use the book *White House Pets* to fill in the big idea and details in the shapes. Use the ovals for animal names and the rectangles for details about the animals.



Name _____

INSTRUCTIONS: Have students write the plural form of each word in the blank by adding the letter *s*.

pig

bat

seal

camel

rabbit

frog

toad

moth

shark

skunk

Name _____

INSTRUCTIONS: Have students cut out the cards. Then have them sort the cards into the categories: normal pets, farm animals, and zoo animals. Then have students create their own categories and sort the cards again.

cat	alligator	bird	snake
tiger	dog	monkey	bear
sheep	horse	goat	squirrel
frog	hamster	lizard	fish
elephant	lion	cow	hippo

Gaggle, Herd, and Murder

A Reading A-Z Level F Leveled Reader

Word Count: 129




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LEVELED READER • F

Gaggle, Herd, and Murder



Written by Kira Freed

www.readinga-z.com

Gaggle, Herd, and Murder



Written by Kira Freed

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Level F Leveled Reader
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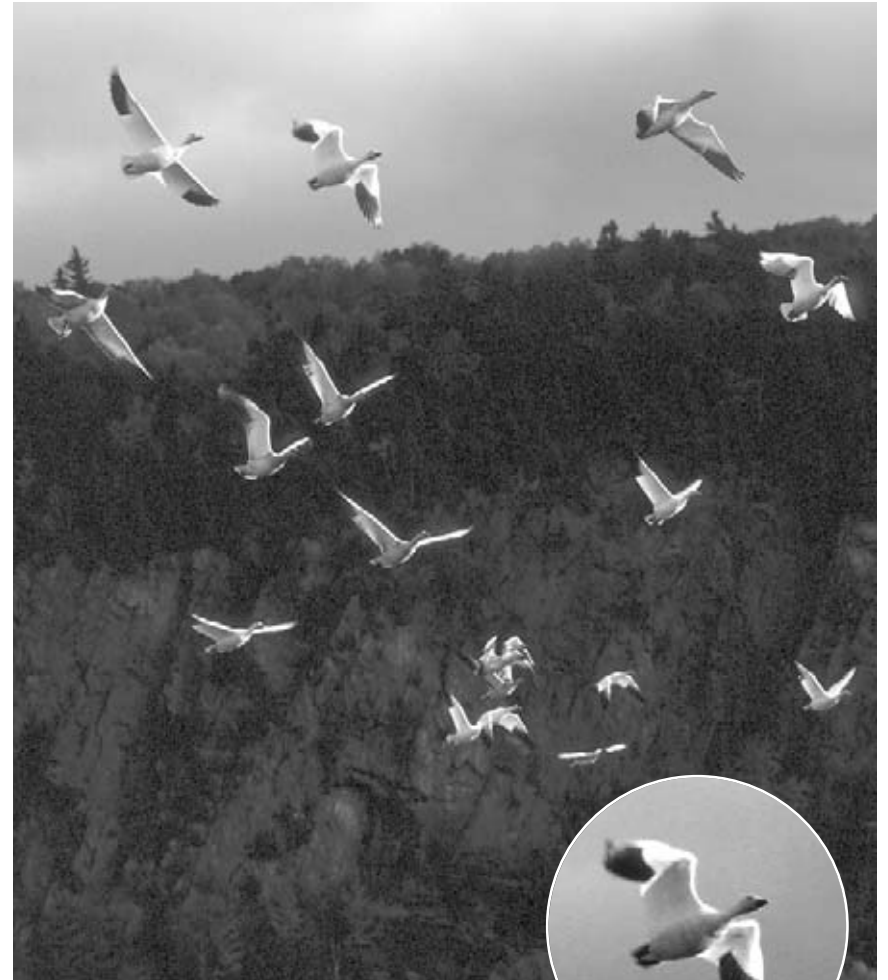
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Correlation

LEVEL F	
Fountas & Pinnell	F
Reading Recovery	9–10
DRA	10



Animals are everywhere.
Sometimes they **gather**
in **groups**.
Animal groups have
different names.



A group of geese
is a **gaggle**.
A gaggle of geese
flies **together**.



A group of bats is a **colony**.
A colony of bats may leave
its cave all at once.



A **murder** is a group of crows.
This murder gathers at sunset.



A group of whales is a **pod**.
A pod of whales swims together.



A **smack** is a group of jellyfish.
A smack travels on ocean waves.



A group of zebras is a **herd**.
Sometimes a herd
races together.



A **pack** is a group of wolves.
A pack works together to hunt.



A group of humans
can be a family.
A group of humans
can be a neighborhood.
What other groups
do you know?

Glossary

colony	a group of bats (p. 5)
gaggle	a group of geese (p. 4)
gather	to come together (p. 3)
groups	two or more things that form a unit (p. 3)
herd	a group of prey animals, such as cows or zebras (p. 9)
murder	a group of crows (p. 6)
pack	a group of predator animals, such as wolves or dogs (p. 10)
pod	a group of sea animals, such as whales or dolphins (p. 7)
smack	a group of jellyfish (p. 8)
together	with each other (p. 4)

Index

colony, 5	herd, 9	pack, 10
family, 11	humans, 11	pod, 7
gaggle, 4	murder, 6	smack, 8

Name _____

Animal	Group of Animals
wolf	pack

GAGGLE, HERD, AND MURDER • LEVEL F • 1



SKILL: CATEGORIZE INFORMATION

INSTRUCTIONS: Have students list animals from the book *Gaggle, Herd, and Murder* and their corresponding group names in each column.

Name _____

group	fly	crows	swim
smack	travels	prey	predator

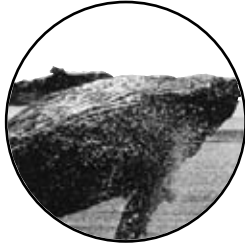
/-blend	r-blend	s-blend	
			

GAGGLE, HERD, AND MURDER • LEVEL F • 2

SKILL: BLENDS

INSTRUCTIONS: Have students sort the words at the top of the page into each appropriate *r*-, *s*-, and */*-blend column. Then have students write at least two more examples for the blends in each column.

Name _____



Noun

Collective Noun

goose

smack

bat

herd

zebra

pod

jellyfish

murder

whale

colony

girl or boy

team

crow

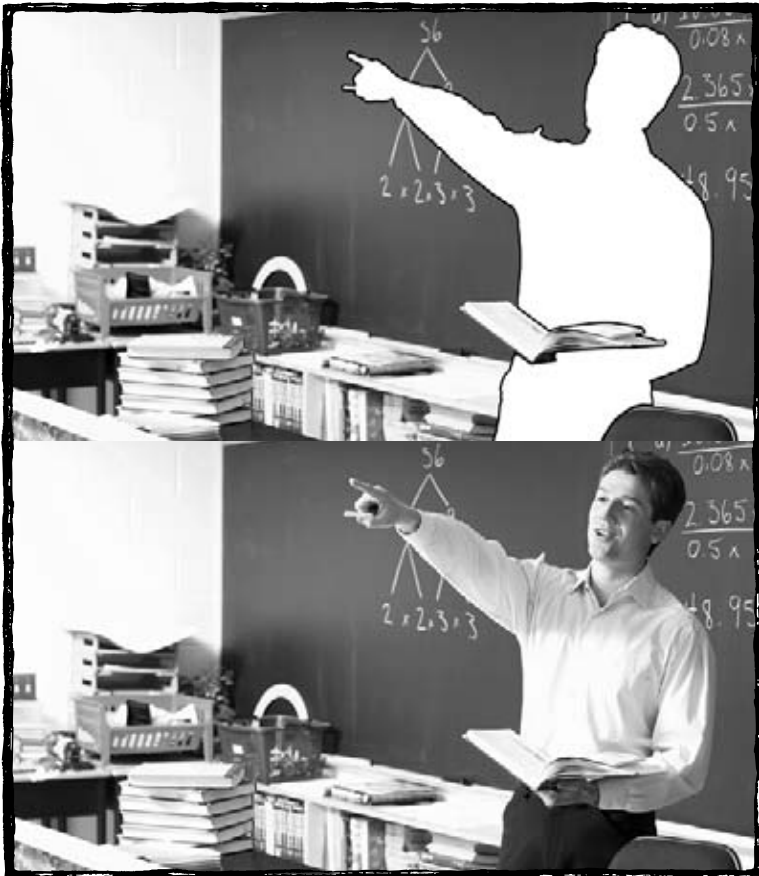
gaggle

INSTRUCTIONS: Have students match each noun with its collective noun.

Community Workers

A Reading A-Z Level F Leveled Reader

Word Count: 84




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LEVELED READER • F

Community Workers



Written by Pam Bull

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Community Workers

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Introduction	4
Keeping People Healthy	5
Keeping People Safe	7
Communication	9
Conclusion	11
Index	12

Written by Pam Bull

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Correlation

LEVEL F	
Fountas & Pinnell	F
Reading Recovery	9–10
DRA	10



Introduction
Community workers are people who work in a community.



Keeping People Healthy

Who is this community worker?
She uses a **thermometer**.



She is a **doctor**.
She helps people keep healthy.



Keeping People Safe

Who is this community worker?
She uses a hose.



She is a **firefighter**.
She helps put out fires.



Communication

Who is this community worker?
He uses a bag to **deliver** mail.



He is a **mail carrier**.
He helps people keep in touch.



Glossary

community	group of people who live together in one area (p. 4)
deliver	to bring something to someone (p. 9)
doctor	person trained to take care of sick people (p. 6)
firefighter	person trained to put out fires (p. 8)
mail carrier	person trained to deliver the mail (p. 10)
thermometer	a device used to measure temperature (p. 5)

Conclusion

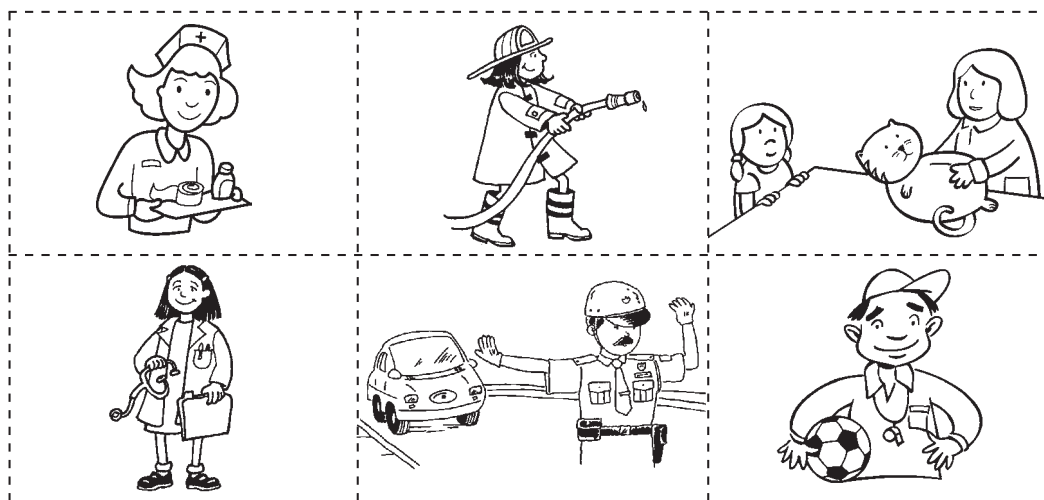
Community workers
help people everywhere.
Who are some workers
in your community?

Index

community workers, 4, 11
doctor, 6
firefighter, 8
mail carrier, 10

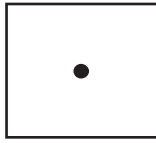
Name _____

Health	Safety



Instructions: Have students cut out the pictures of the workers and paste them in the appropriate column.

Name _____



A doctor helps keep people healthy _____

Who helps put out fires _____

A mail carrier helps people keep in touch _____

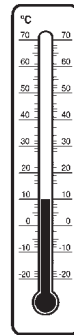
Who helps you learn at school _____

Who helps you in your community _____

Instructions: Have students read each sentence and write a question mark or a period on the line to complete the sentence.

Name _____

doctor



firefighter



mail carrier



thermometer

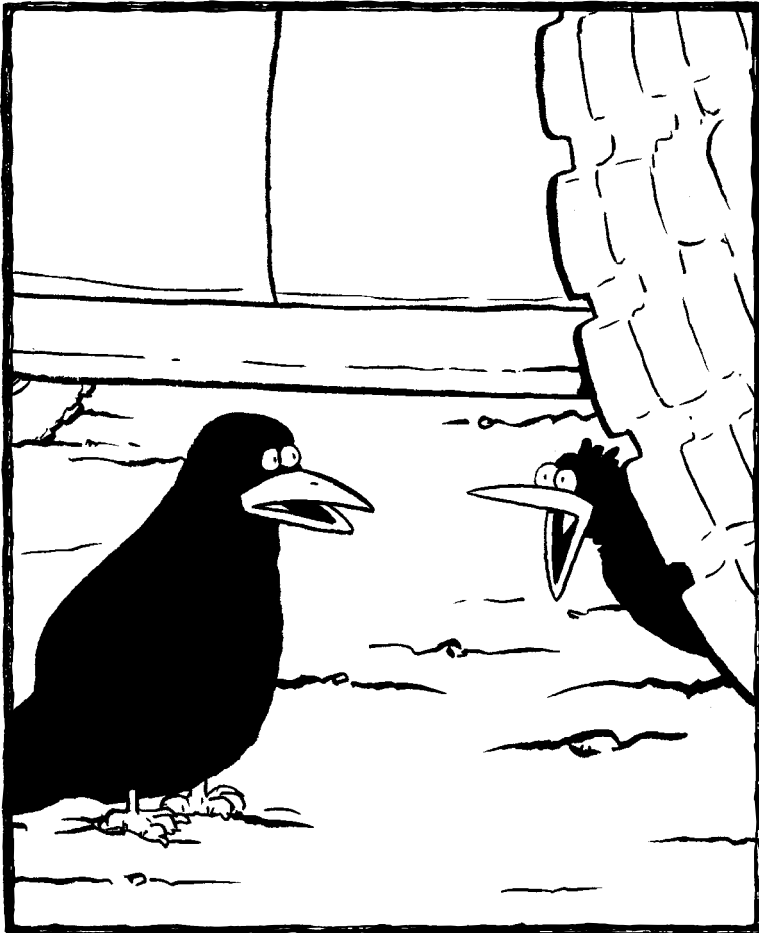


Instructions: Read the left-hand column of vocabulary words together. Then have students cut out the words and pictures to use to play Concentration. If students correctly match the picture with the word and use the word in a sentence, the student keeps the cards. If not, the student turns the cards back over, and his or her partner gets a turn.

Scaredy Crow

A Reading A-Z Level F Leveled Reader

Word Count: 151



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Scaredy Crow



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Scaredy Crow



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Correlation

LEVEL F	
Fountas & Pinnell	F
Reading Recovery	9-10
DRA	10

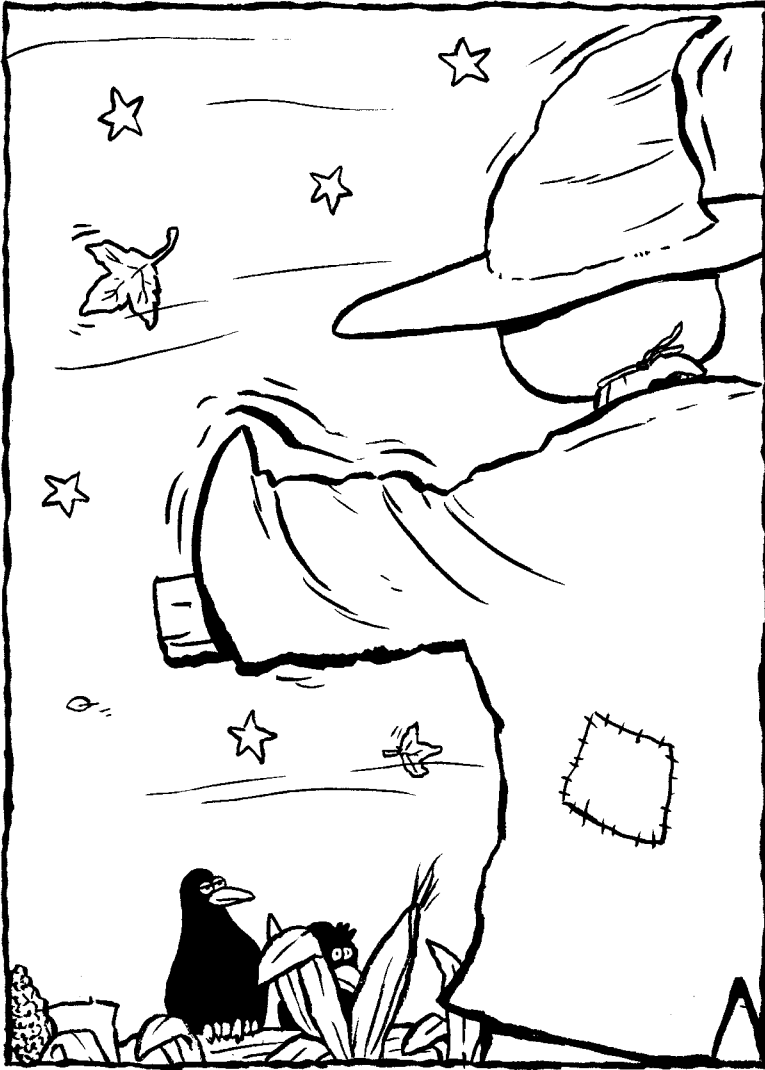


"Let's sleep here," Spike said.
"Is that the farmer over there?"
Billy asked.



"I don't think so," Spike said.
"I think it's a scarecrow.
But he does not scare me!"
said Spike.

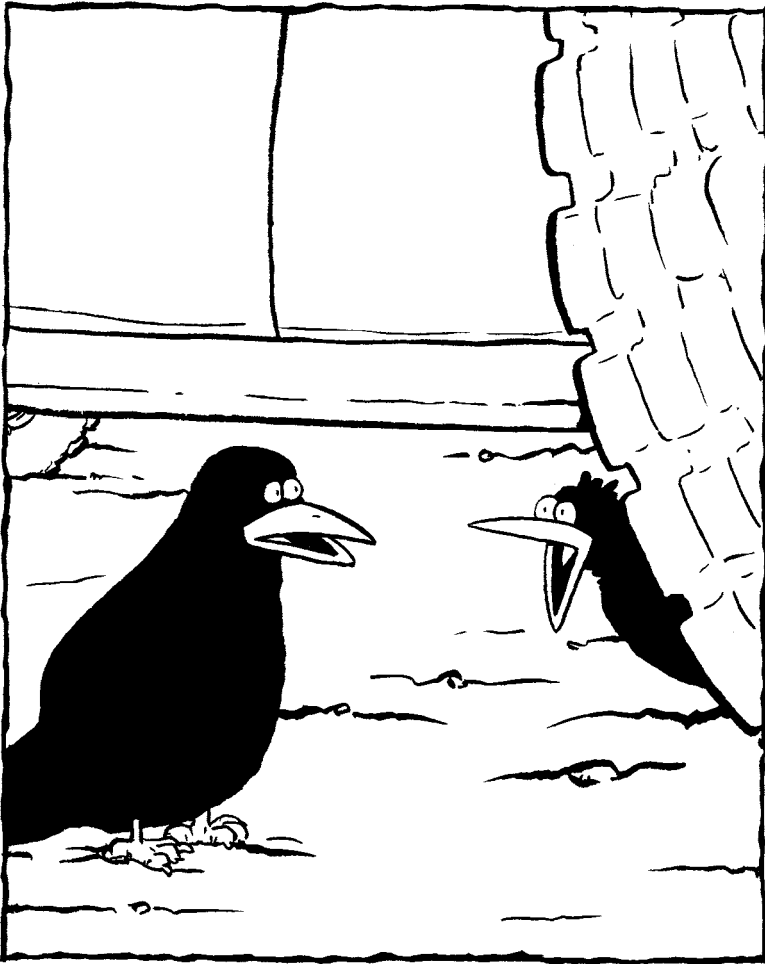
That night, Spike did get scared.
First, an arm moved.
Spike hid under the corn.



Then, both arms and
the corn moved.
Spike hid under the tractor.

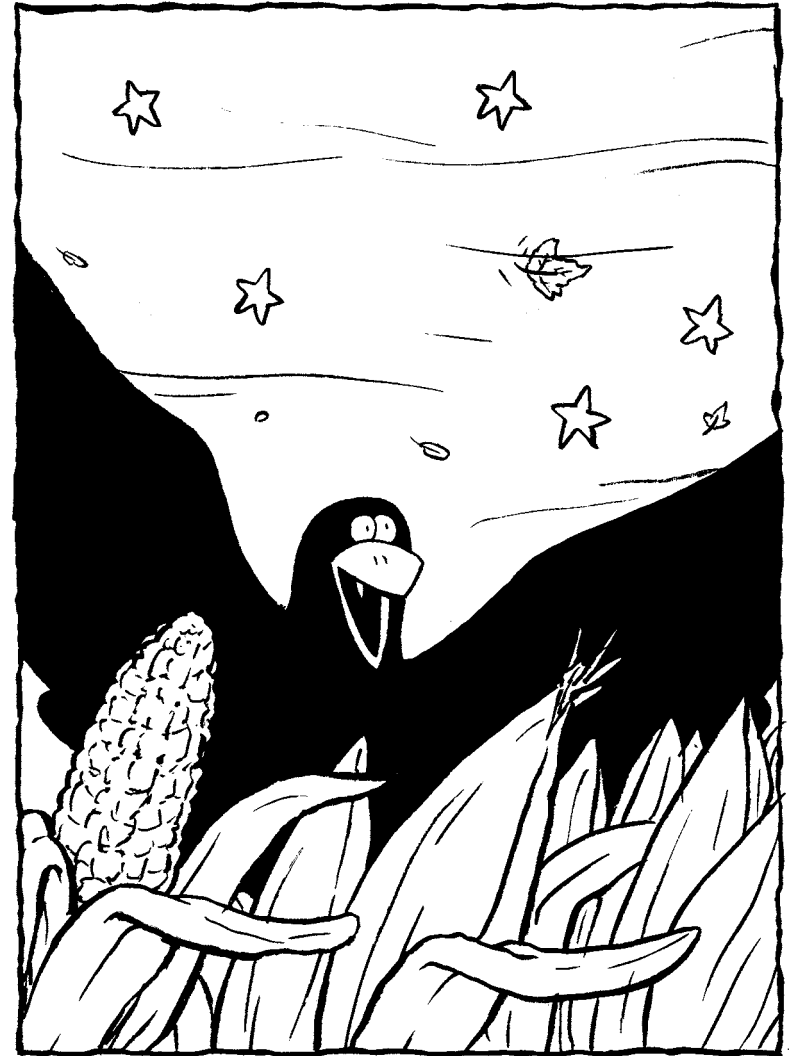
"Spike, why are you hiding?"
Billy asked.

"I am hiding from the farmer,"
said Spike.



Billy thought.
He knew it was not a farmer.
He knew it was a scarecrow.
He thought about why the
scarecrow moved.

The wind stopped blowing.
The corn and the scarecrow
stopped moving.
Everything was still.



Billy said, "Now I know."
"The wind moved the
scarecrow and the corn."

"It is not the farmer moving,"
Billy said to Spike.

"It is the wind moving the
scarecrow," said Billy.

"Don't be scared."



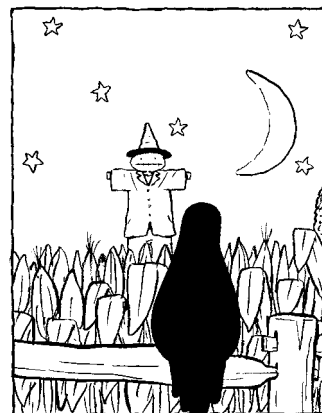
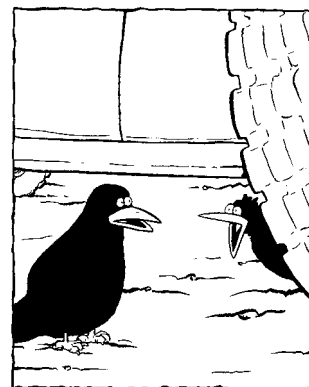
"Oh, no! Silly me," said Spike.



Name _____

Cause

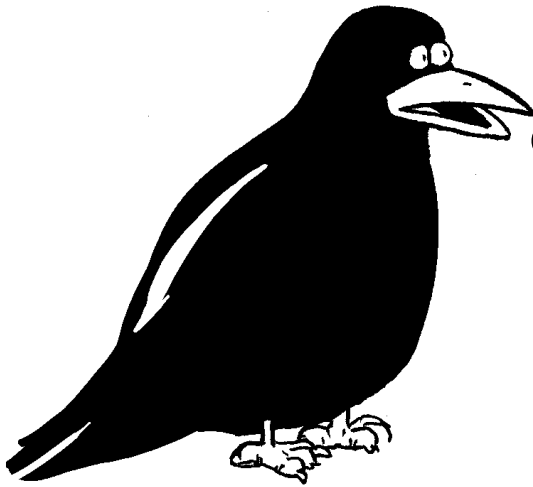
Effect



SCAREDY CROW • LEVEL F • 1

SKILL: CAUSE AND EFFECT

Instructions: Review the pictures and sentences in each *Effect* box. Then have students draw the cause for each effect in the *Cause* box. They may use the book for assistance.



“Quotation marks show characters are talking.”

SCAREDY CROW • LEVEL F • 2

1. “Let’s sleep here.”
2. Spike hid under the corn.
3. Spike hid under the tractor.
4. “I am hiding from the farmer.”
5. “Now I know.”
6. Everything was still.
7. “Oh, no! Silly me.”



SKILL: QUOTATION MARKS

Instructions: Read each sentence aloud with students. Have them underline the sentences that show characters are speaking.

Name _____

farmer

night

scarecrow

scared

tractor

wind

A large, empty rectangular box intended for a student to draw a picture of one of the vocabulary words.

A large, empty rectangular box intended for a student to draw a picture of one of the vocabulary words.

A large, empty rectangular box intended for a student to draw a picture of one of the vocabulary words.

Instructions: Choose three of the six vocabulary words. Draw a picture of each word and use it in a sentence.

LEVELED READER • F

Trucking



Written by Ellen Forrest

www.readinga-z.com

Trucking

A Reading A-Z Level F Leveled Reader • Word Count: 168



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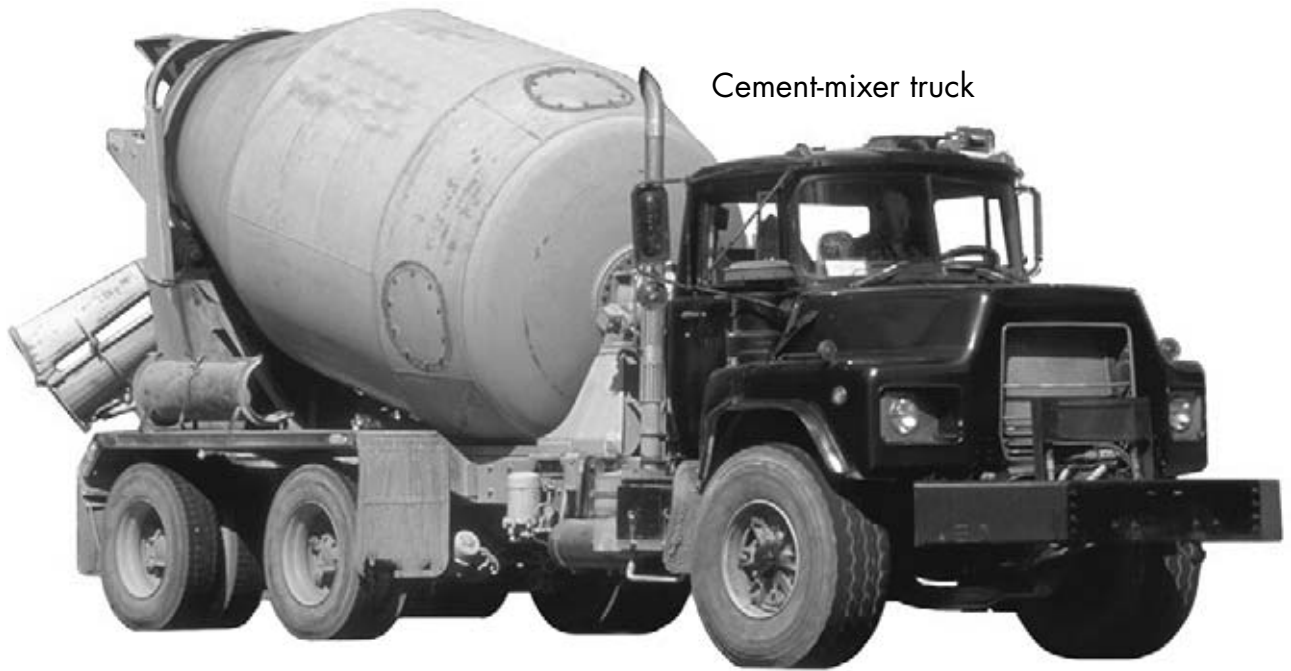
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LEVEL F	
Fountas & Pinnell	F
Reading Recovery	9-10
DRA	10

Correlation

Trucking
Level F leveled Reader
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Cement-mixer truck

Different kinds of trucks do different kinds of jobs.

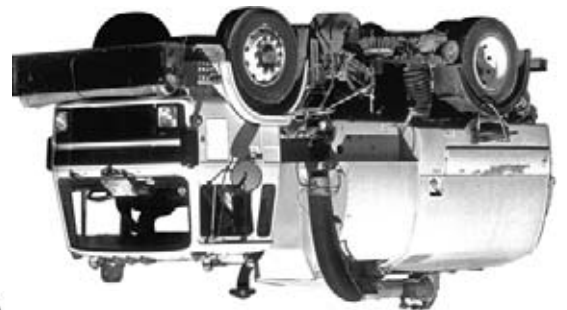
3

Trucks are all around.

4



Crane-lift tractor-trailer



Street-cleaning truck



Firetruck



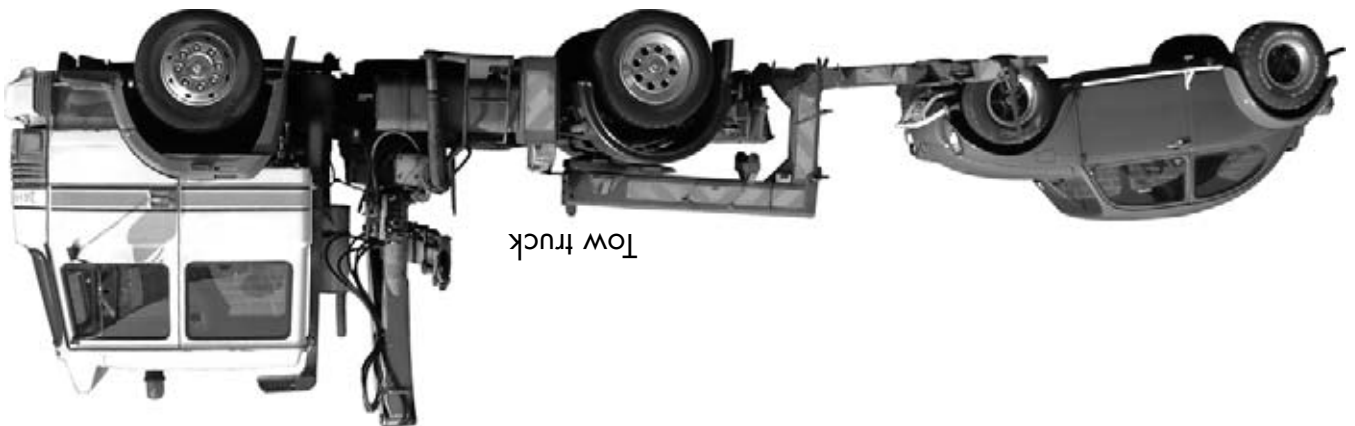
Bug-spray pickup truck

Pickup trucks are one kind of truck.
They have an open place in the back.
Their job is to carry things
from place to place.

5

Tow trucks are another kind of truck.
They do a special job.
They pull other cars and trucks.

6



Tow truck



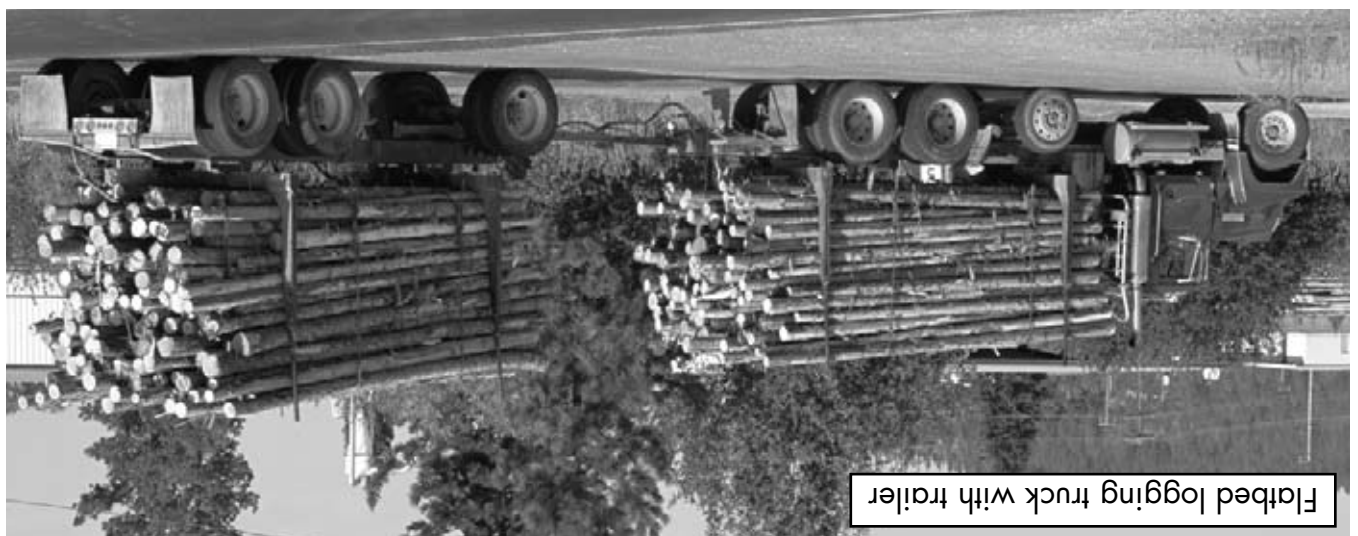
Delivery truck

Delivery trucks also are a kind of truck.
They have a closed place in the back.
Their job is to carry many things
from place to place.

7

Flatbed trucks have a job, too.
They have a flat place in the back.
They can carry big things.

8



Flatbed logging truck with trailer



Firetrucks are a special kind of truck.
They carry firefighters to fires.

9

Garbage trucks are
another kind of truck.
Their job is to pick up trash.
Garbage trucks carry trash.

10





T282 dump truck

This dump truck has a special job, too.
 It carries heavy rocks.
 It dumps the rocks in another place.

11

All kinds of trucks are important.
 They help us do jobs.
 They help us to get work done.

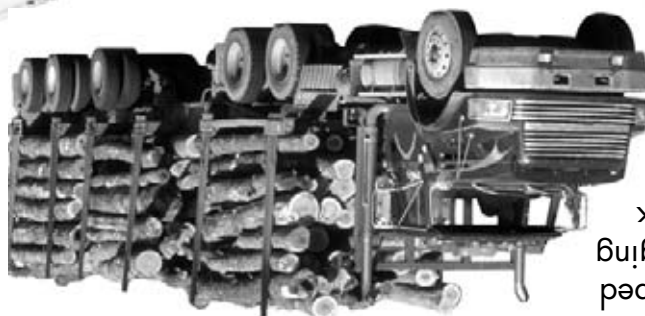
12



Box truck

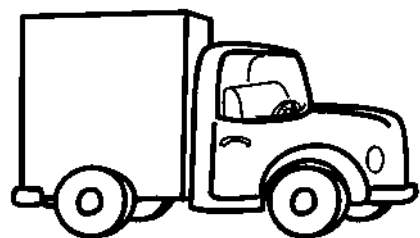
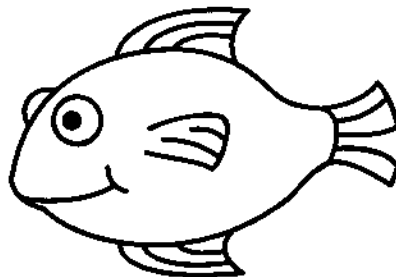
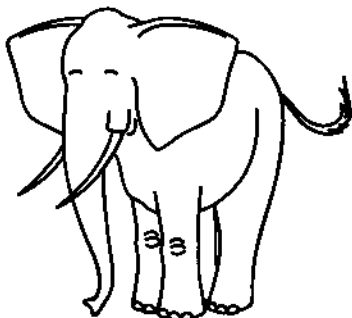
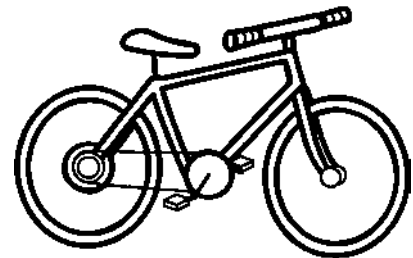
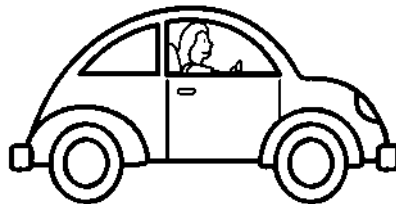
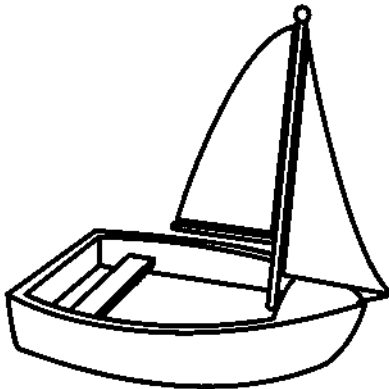
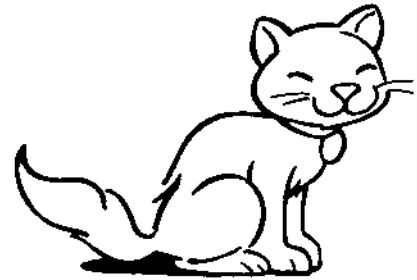
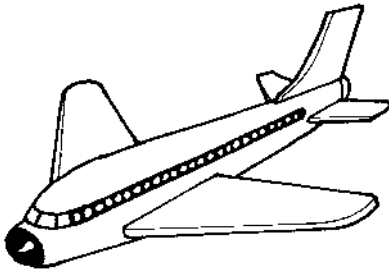


Ambulance



Flatbed
 logging
 truck

Name _____



Instructions: Cut out the pictures and use them to model how to sort.

Name _____



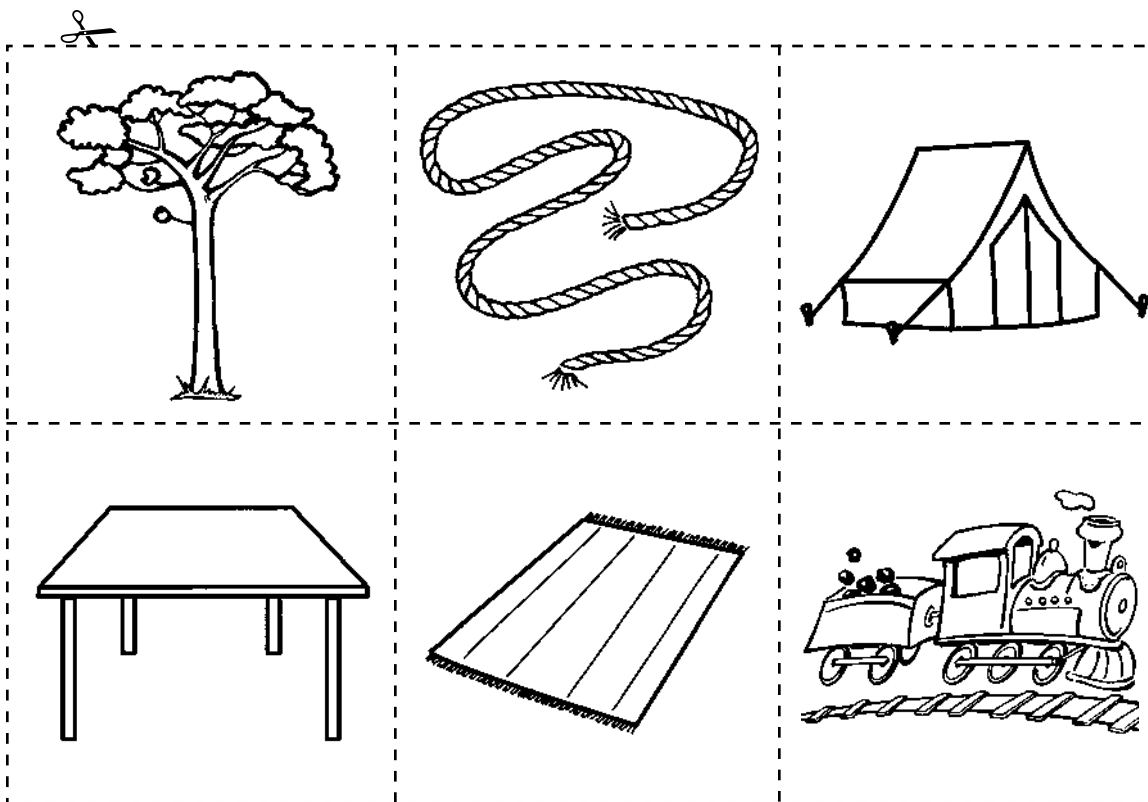
TRUCKING • LEVEL F • 2

SKILL: CLASSIFY INFORMATION

Instructions: Name the pictures with students. Have students cut out the pictures and sort them into groups. Ask them to explain how they sorted the pictures.

Name _____

/tr/	/r/	/t/



Instructions: Name the sounds at the top of the page and the pictures at the bottom of the page with students. Have students cut out the picture cards and paste them in the correct column.

Name _____

truck

trucks



Instructions: Have students write *truck* or *trucks* on the line below each picture. Then have them write a sentence using a plural noun.

The Snowstorm

A Reading A-Z Level F Leveled Reader

Word Count: 90




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The Snowstorm



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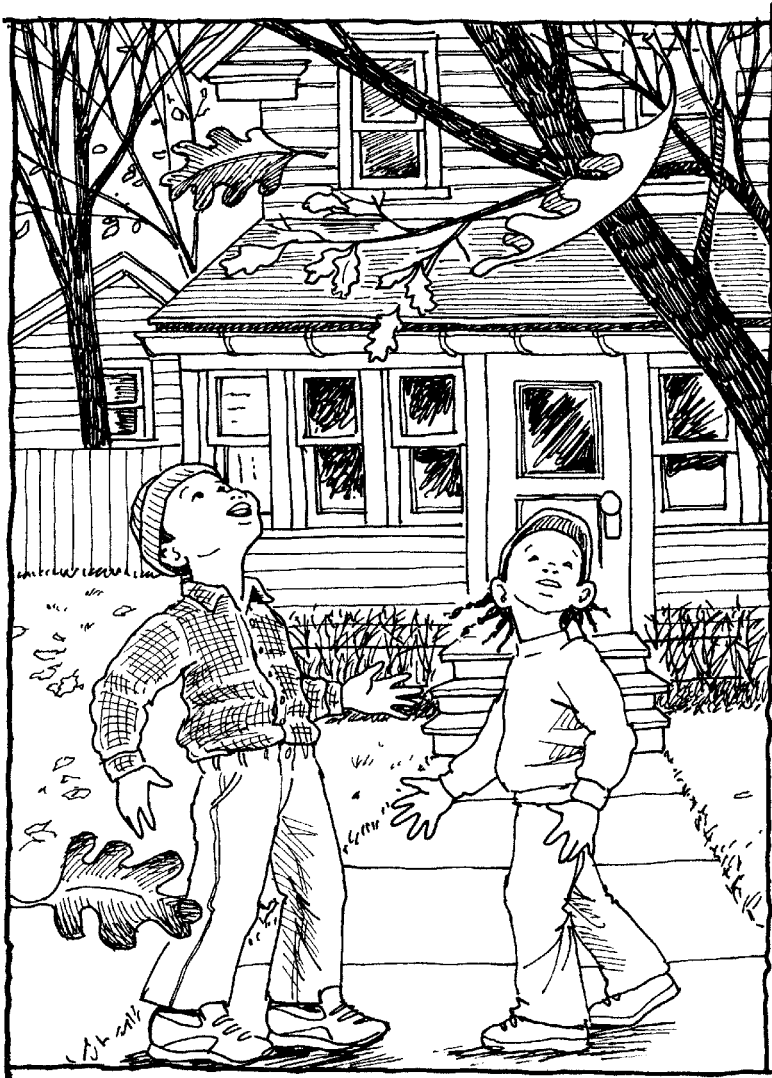
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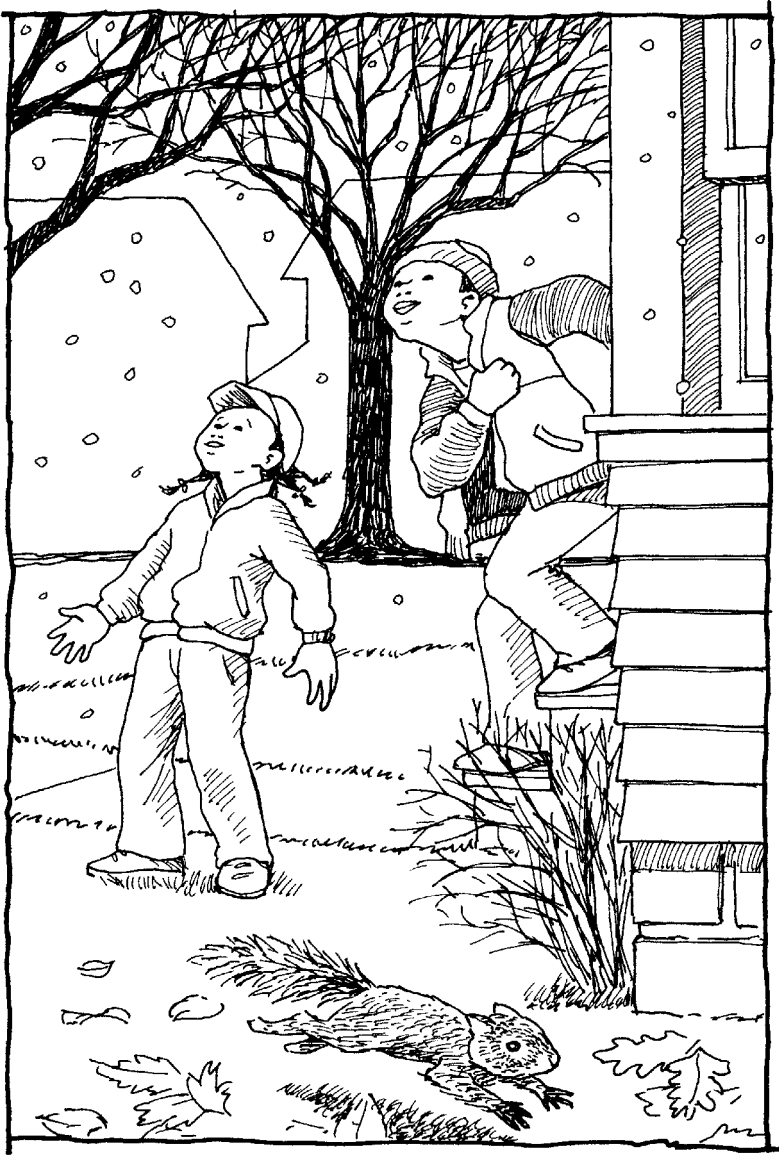
LEVEL F	
Fountas & Pinnell	F
Reading Recovery	9-10
DRA	10



It is getting cold outside.
The wind is blowing.
There is a nip in the air.



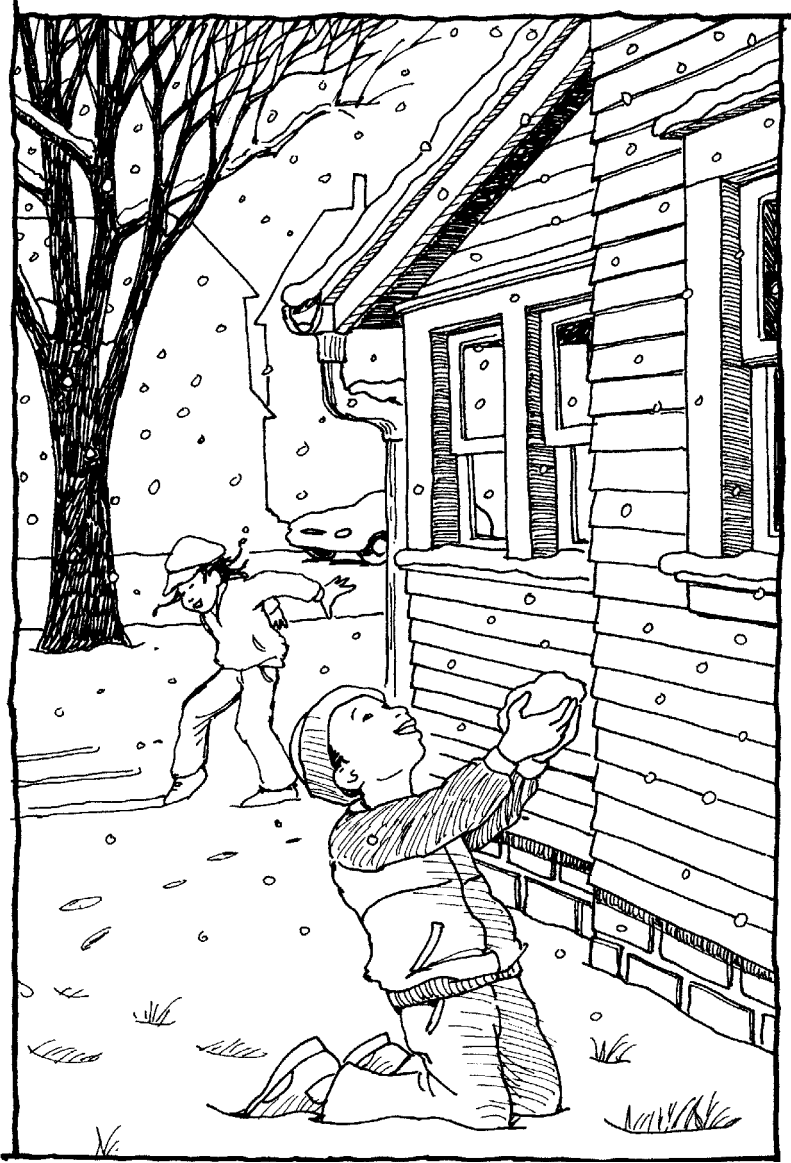
Jamal and Isha
run into the house.
They get their coats.



They come back outside.
White flakes begin to fall.



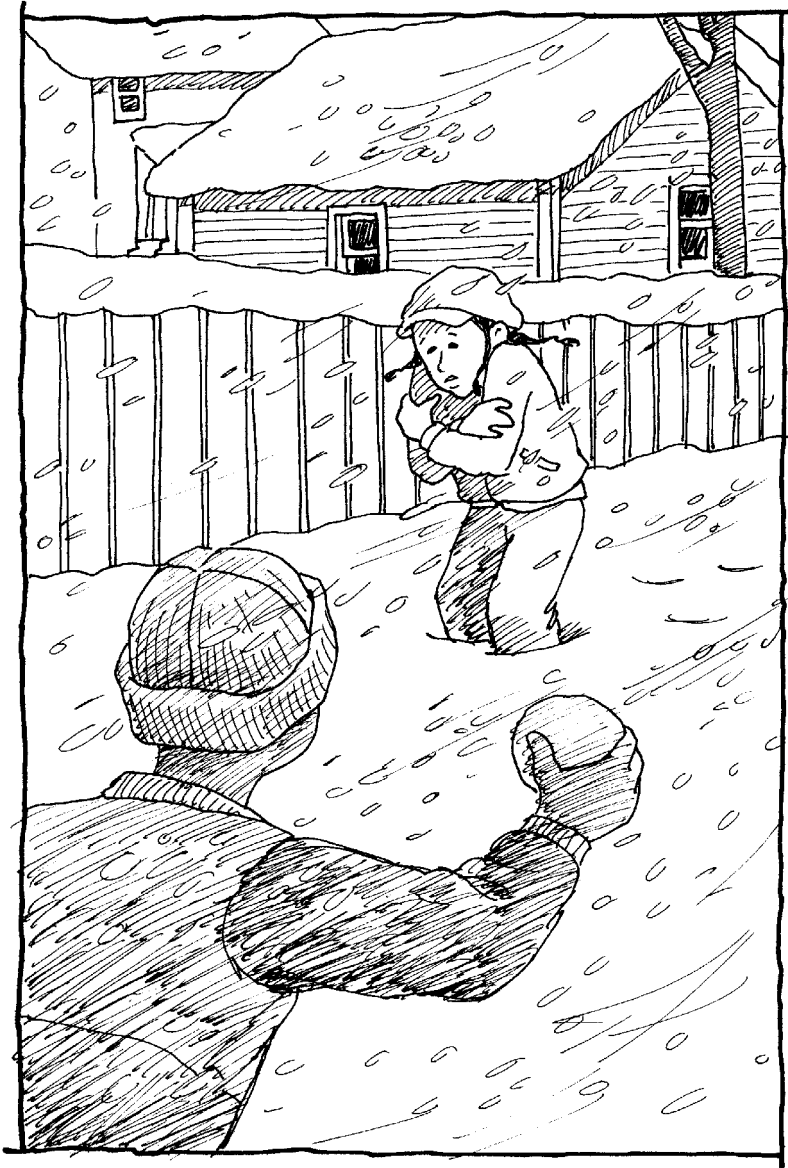
Jamal and Isha
open their mouths.
They catch snow
on their tongues.



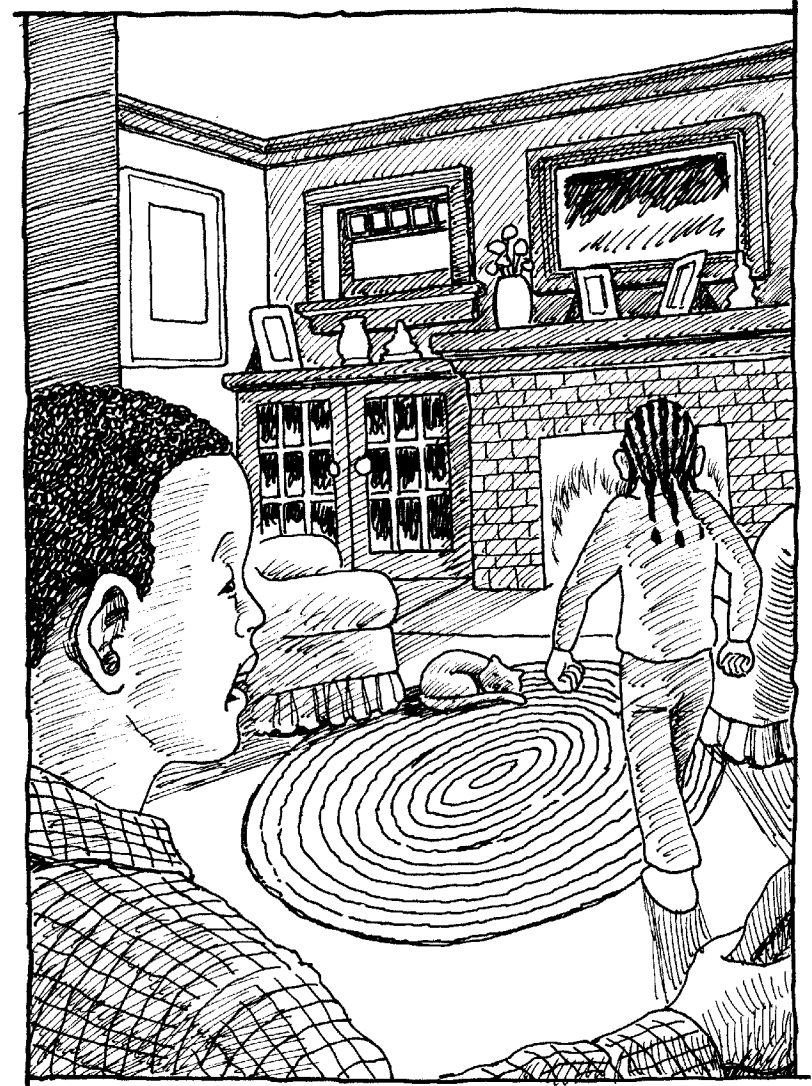
The snow begins to fall fast.
It falls faster and faster.



The snow gets deep.
It gets deeper and deeper.



The wind blows harder.
It gets colder and colder.



Jamal and Isha
go into the house.
It feels good to be warm.

Name _____

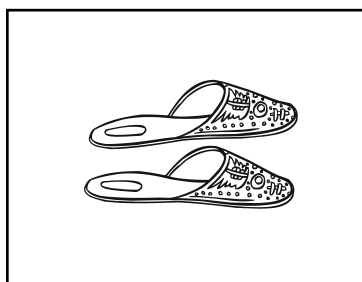
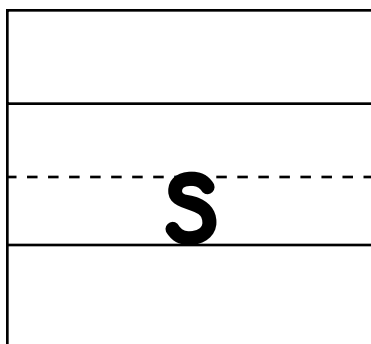


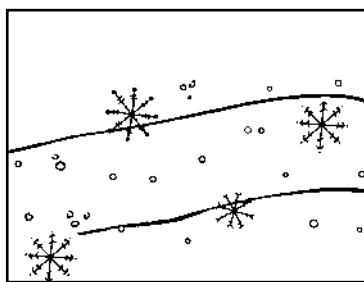
THE SNOWSTORM • LEVEL F • 1

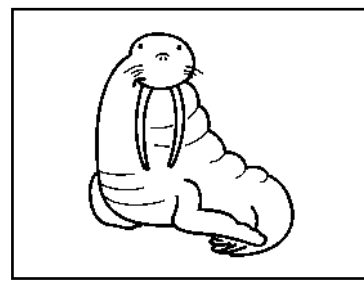
SKILL: VISUALIZE / SEQUENCE EVENTS

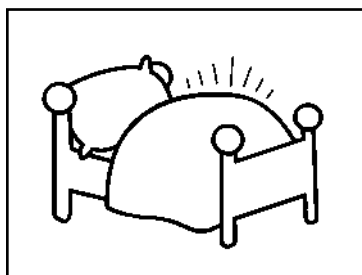
INSTRUCTIONS: Have students illustrate what they visualize for each event of the story as they read. Then have them cut apart their pictures and use them to tell the events of the story in order.

Name _____

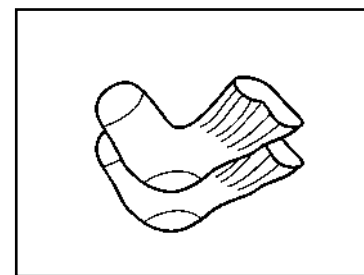








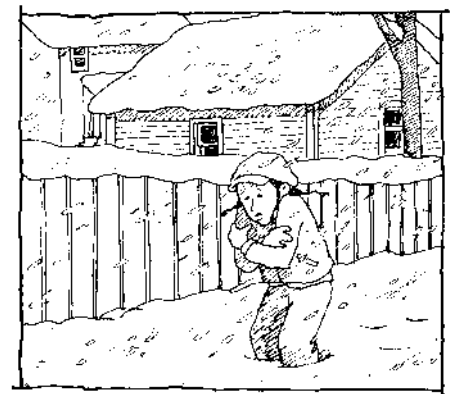




INSTRUCTIONS: Have students write the consonant s under the pictures that end with the /s/ sound.

Name _____

1. _____ is playing outside.
2. _____ goes inside to get a coat.
3. _____ puts on mittens.
4. _____ puts on a hat and gloves.
5. _____ builds a snow person.



INSTRUCTIONS: Have students write a proper noun to complete each sentence. Encourage them to write an original sentence using a proper noun.

LEVELED READER • F

How to Make a Snow Person



Written by Fross T. Snowman

www.readinga-z.com

How to Make a Snow Person

A Reading A-Z Level F Leveled Reader • Word Count: 193



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How to Make a Snow Person

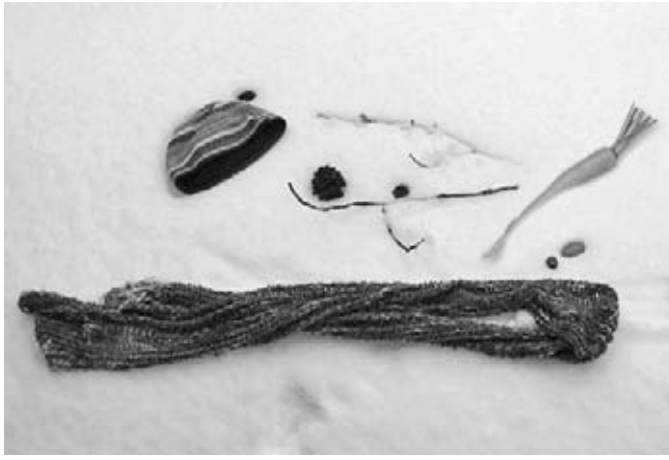


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Correlation	
LEVEL F	
Fountas & Pinnell	F
Reading Recovery	9-10
DRA	10

How to Make a Snow Person
Level F leveled Reader
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This is how to make a snow person.
 You need to make a bottom,
 a middle, and a top.
 You need supplies to add details, too.

3

First, roll up a big ball.
 This will be the bottom
 of the snow person.

4





Second, roll up a smaller ball
than the first ball.
This will be the middle
of the snow person.

5

6

Third, roll up a smaller ball
than the second ball.
This will be the head
of the snow person.





Fourth, set the middle on top
of the base.
Then, set the head on top
of the middle.

7

Now, you have a body.
Next, you can add details to the body.

8



Add arms to the middle ball of the snow person. Add eyes, a nose, and a mouth to the head. Try to use materials that match the shapes you want.



9

Will your snow person
have a big nose?
Will your snow person
be smiling or frowning?

10





Then, you can put a hat
on your snow person's head.
Finally, you can wrap a scarf
around your snow person's neck.

11

You have made a snow person!
Will you make a friend for your snow person?

12



Name _____

First,	Second,
Third,	Fourth,
Fifth,	Sixth,

HOW TO MAKE A SNOW PERSON • LEVEL F • 1

SKILL: SEQUENCE EVENTS

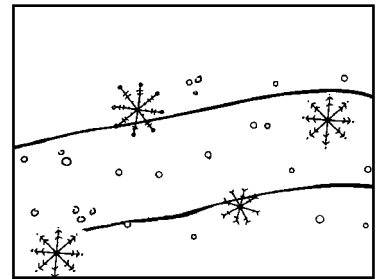
INSTRUCTIONS: Have students write and illustrate each step in making a snow person.

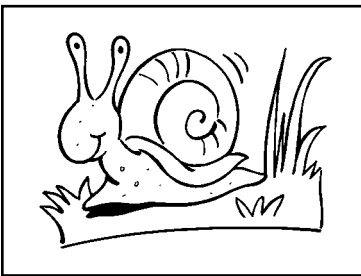
Name _____

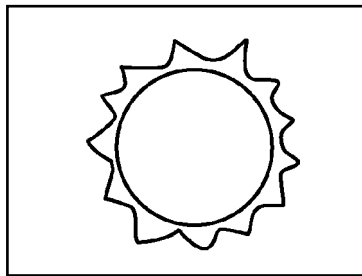
sn

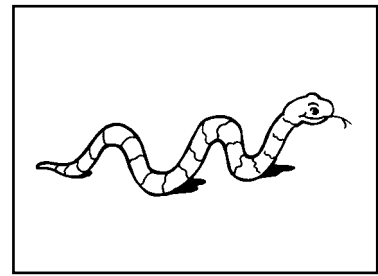












INSTRUCTIONS: Have students write the consonant blend *sn* under the pictures that begin with the /sn/ sound.

Name _____

1. How do you make a snow person _____

2. First, make three balls _____

3. Make one small, one medium, and one large _____

4. This is fun _____

5. Wow, you made a snow person _____

6. Will you make another snow person _____

INSTRUCTIONS: Have students write a period, question mark, or exclamation mark on the line to complete each sentence. Then have them write an original sentence using a period, a question mark, or an exclamation mark on the lines provided.

In a Chinese Garden

A Reading A-Z Level F Leveled Reader

Word Count: 96

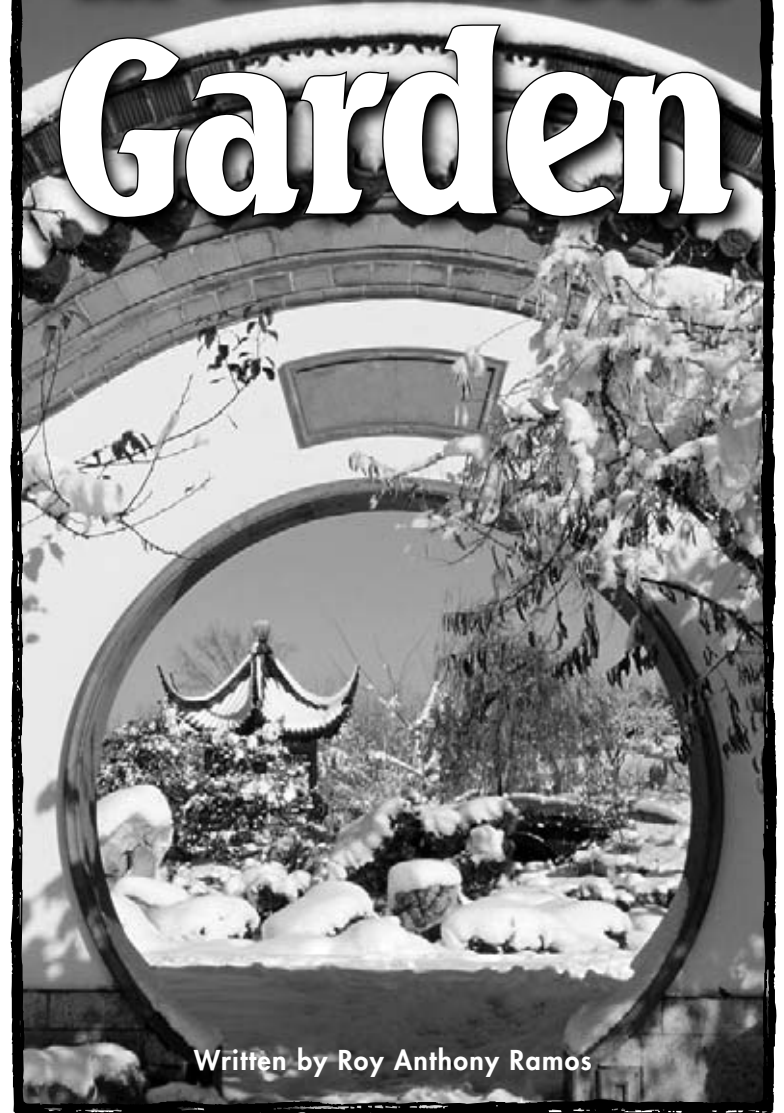



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LEVELED READER • F

In a Chinese Garden



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In a Chinese Garden
Level F Leveled Reader
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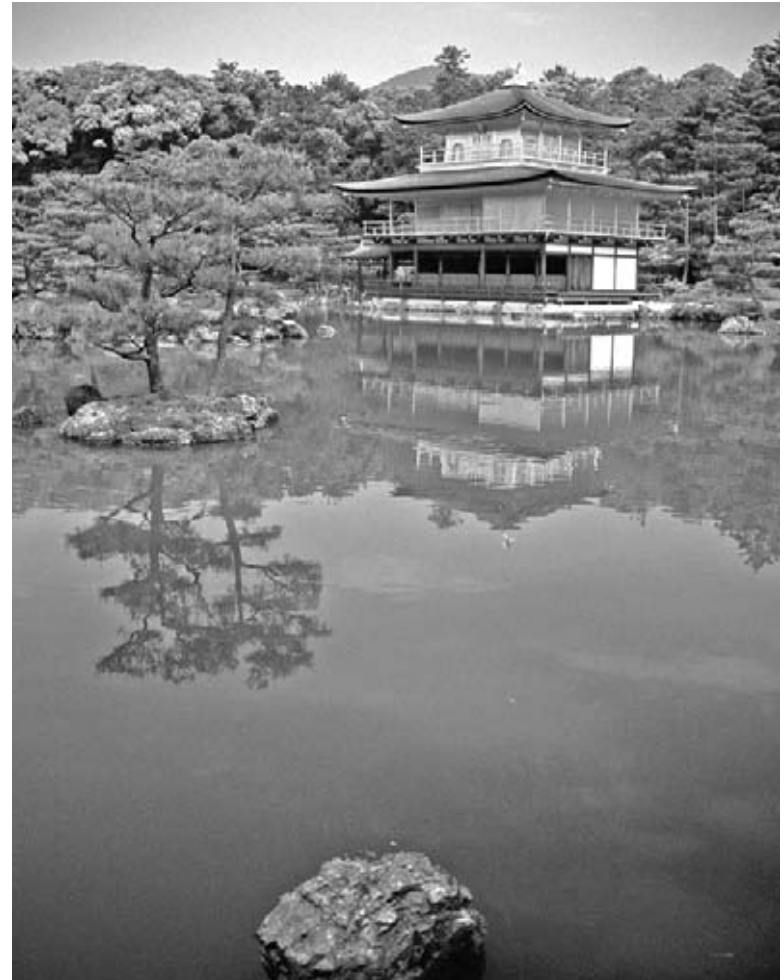
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Correlation

LEVEL F	
Fountas & Pinnell	F
Reading Recovery	9-10
DRA	10



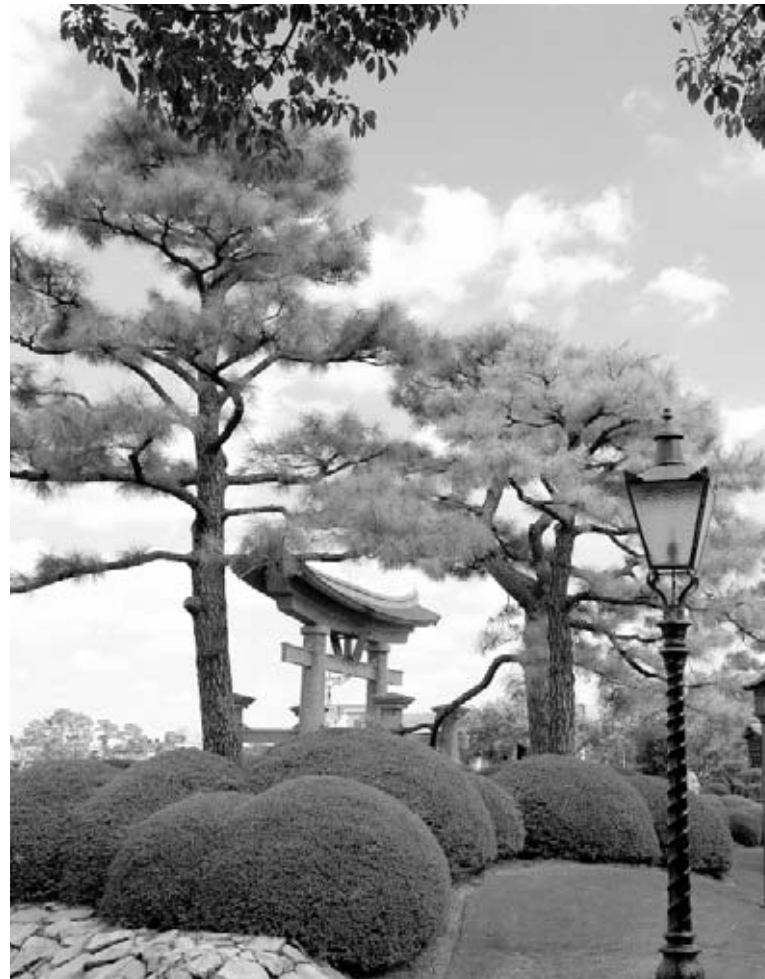
I'm visiting a Chinese garden.
I enter a gate without doors.



I see a lot of water.
It looks as smooth as a mirror.
I can see things in it.
I'm glad for water to drink.



I see a huge rock.
The rock looks so strong.
It will not move or fall down.
I'm glad I'm strong now, too.



I see trees.
They stand tall and give shade.
I'm glad for trees to rest
under on a sunny day.



The Chinese garden is
beautiful and peaceful.
I'll remember it whenever
I see water, rocks, and trees.

門

gate

石

rock

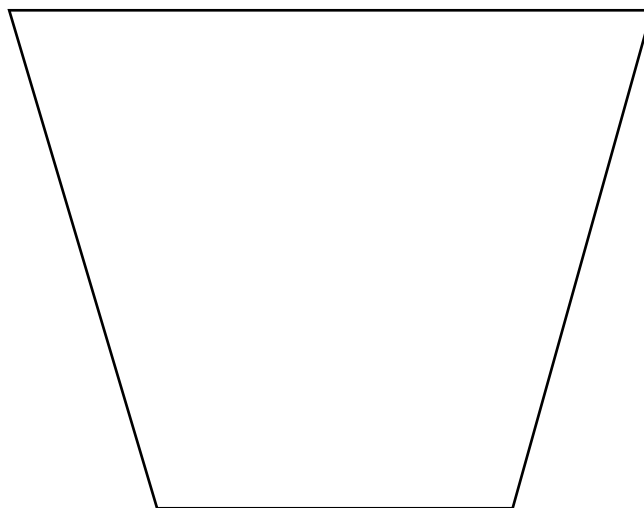
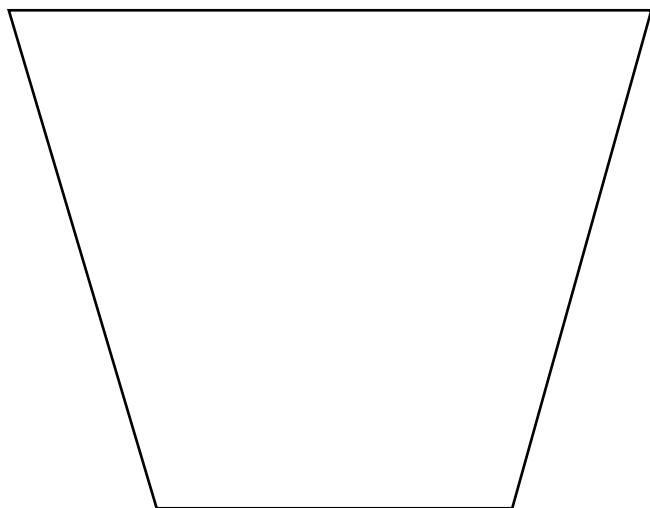
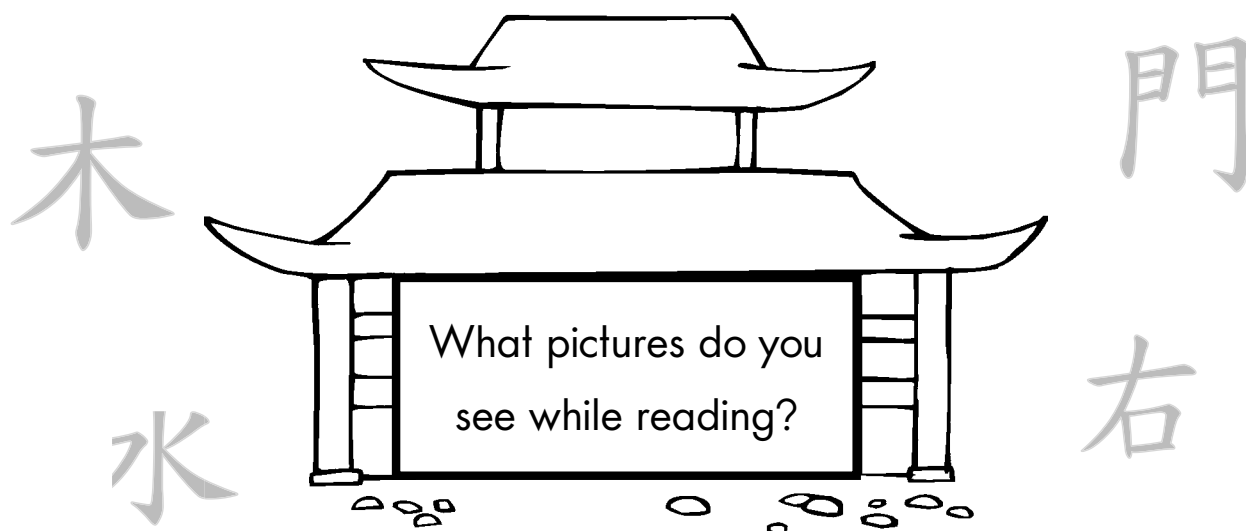
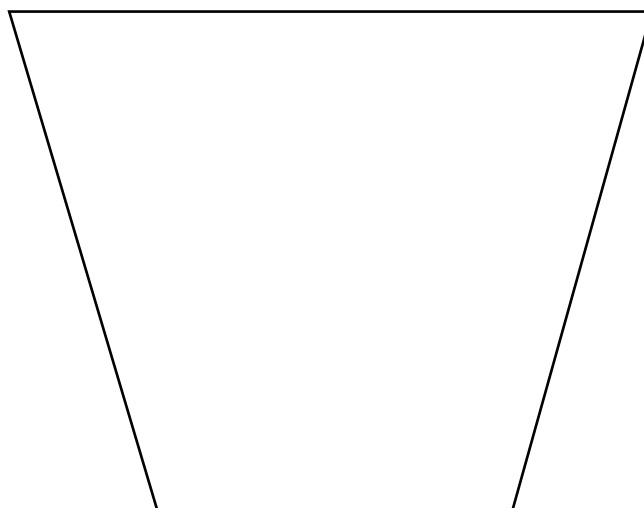
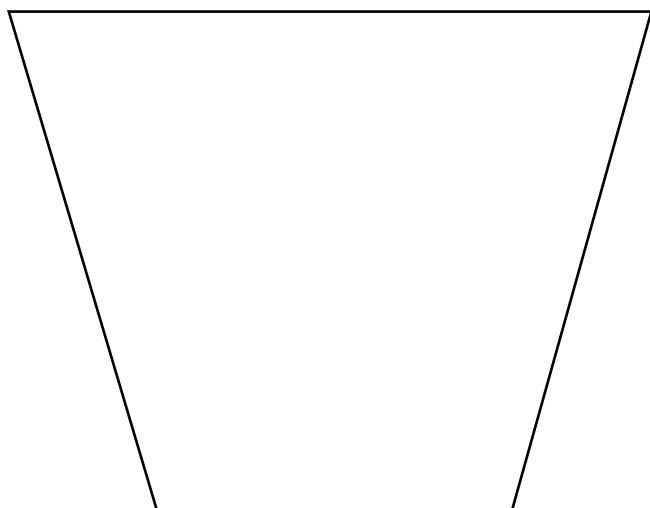
水

water

木

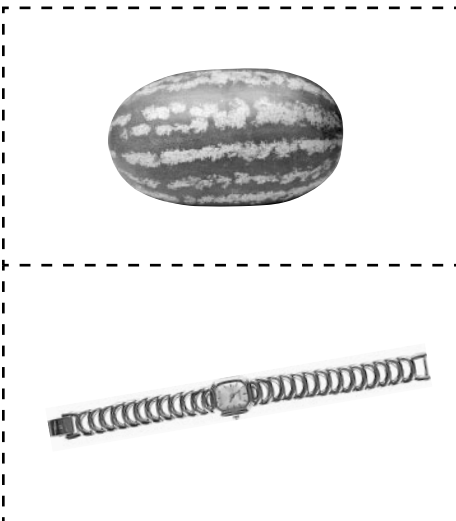
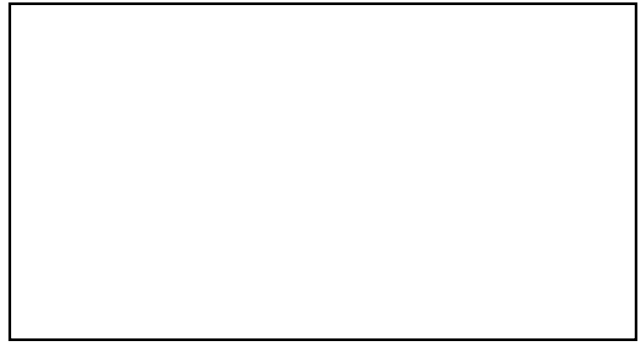
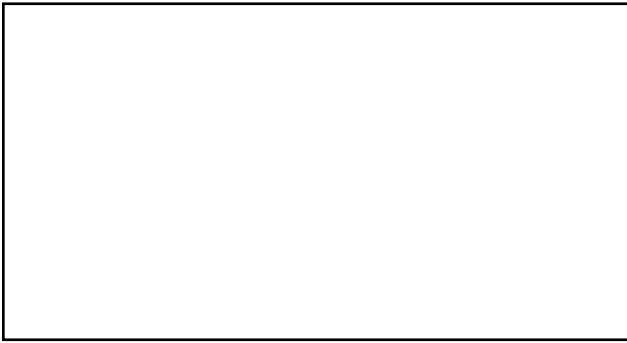
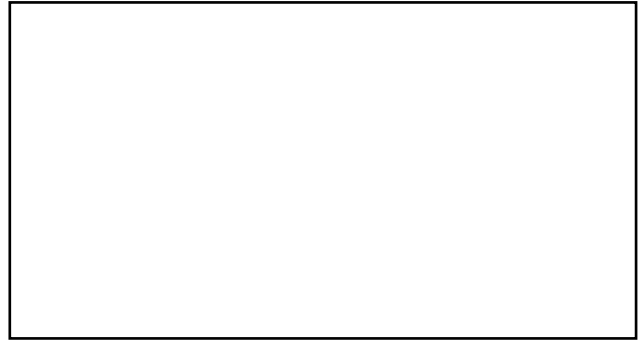
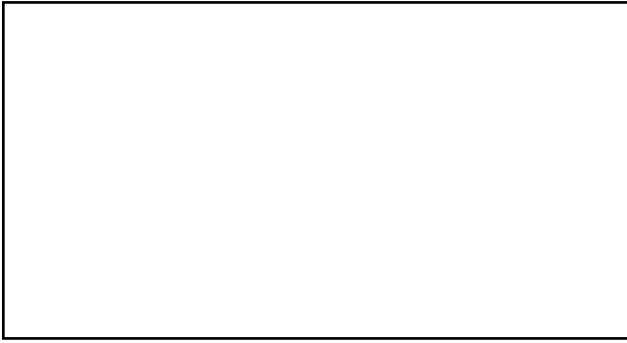
tree

Name _____



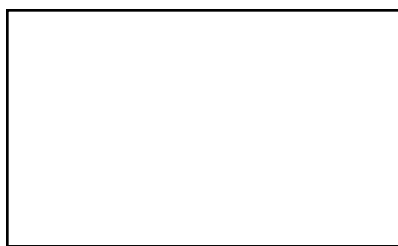
INSTRUCTIONS: Have students visualize information from each section of the text. Then have them draw what they pictured in the boxes.

Name _____



INSTRUCTIONS: Name the pictures with students. Have students say the names of the pictures aloud. If they hear the initial /w/ sound, have them cut out the picture and paste it in one of the boxes at the top of the page. Have students write the letter w on the line below the picture.

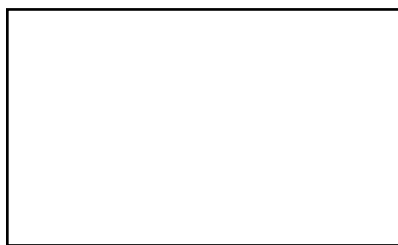
Name _____



rock



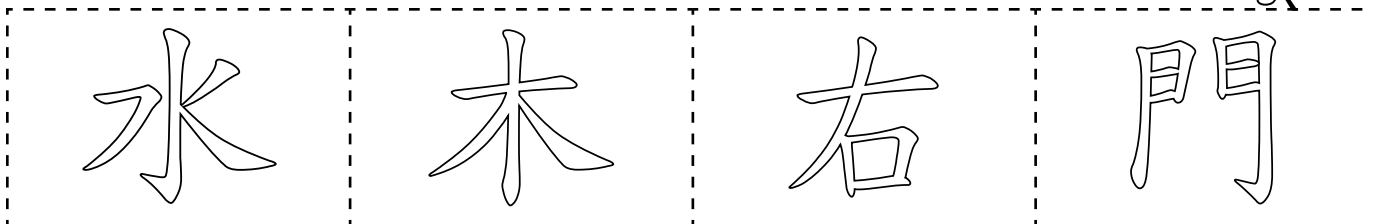
tree



gate



water



INSTRUCTIONS: Have students match the Chinese character with the English word. Then have them write the English words on the lines provided.

Does It Sink or Float?

A Reading A-Z Level F Leveled Reader

Word Count: 137

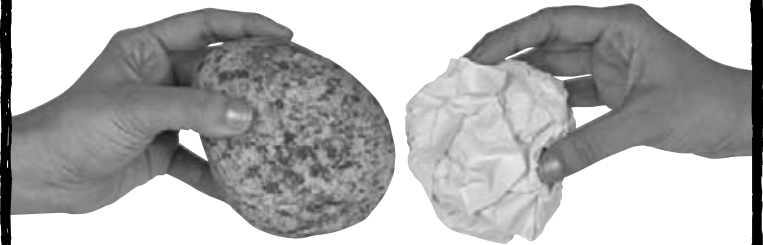


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LEVELED READER • F

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Level F Leveled Reader

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Correlation

LEVEL F	
Fountas & Pinnell	F
Reading Recovery	9-10
DRA	10



Some things sink in water.
Some things float in water.
Will the rock sink or float?
Will the paper wad sink
or float?



The paper wad floats
on the water.
The rock sinks in the water.



Will the cork sink or float?
Will the marble sink or float?



The cork floats on the water.
The marble sinks in the water.



Will the golf ball sink or float?
Will the coin sink or float?



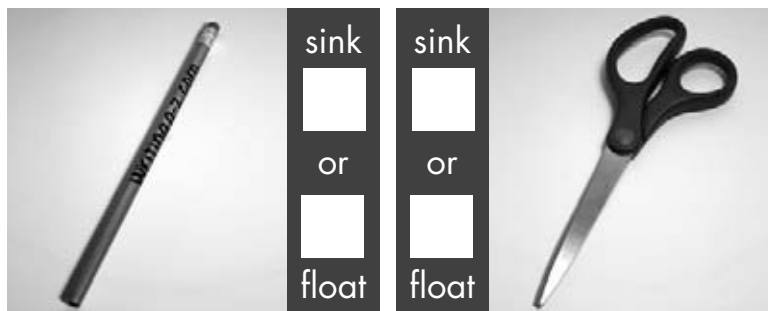
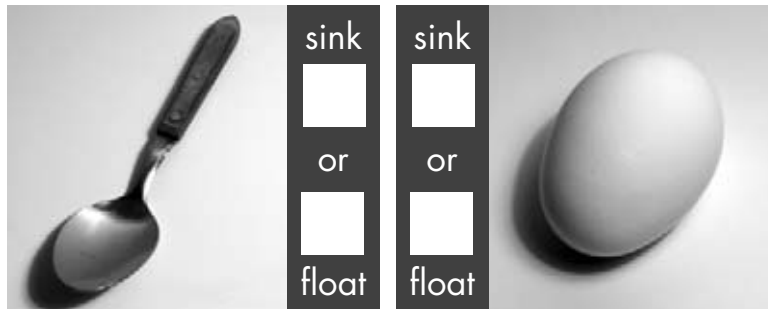
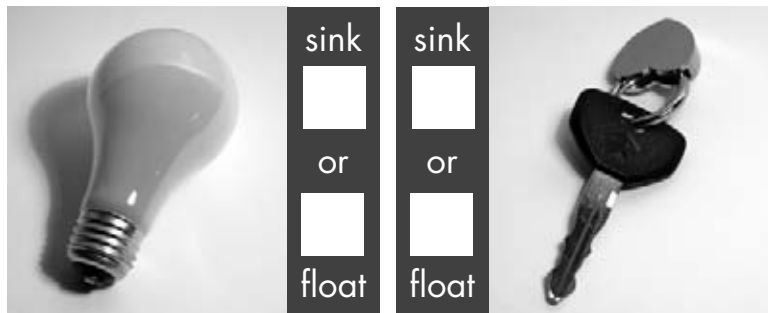
The golf ball sinks
in the water.
The coin sinks in the water.



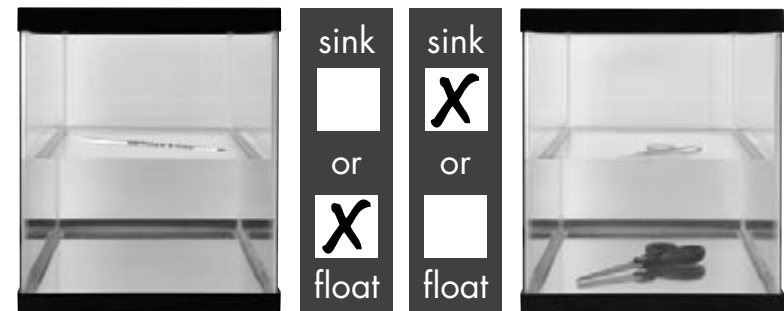
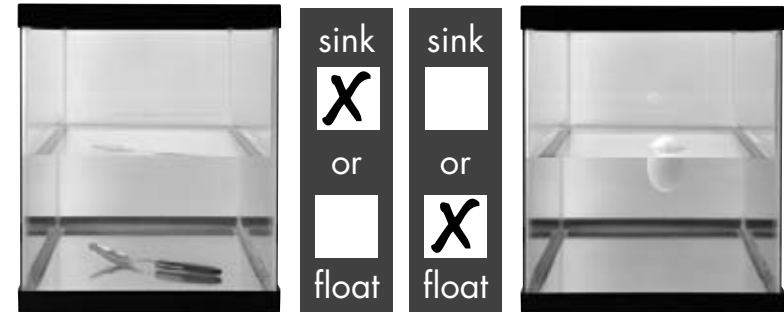
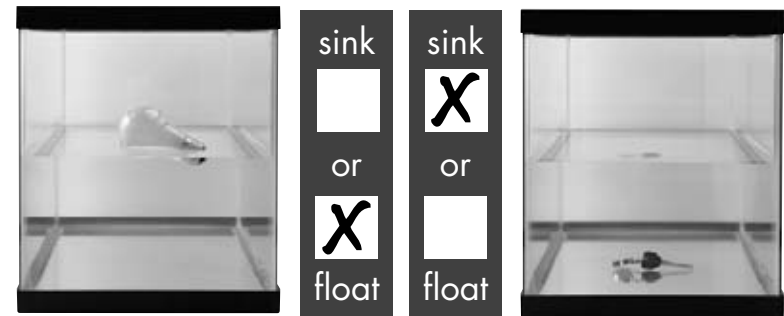
Will the watermelon sink
or float?
Will the apple sink or float?



The apple floats on the water.
The watermelon floats, too.



Which of these things
might sink?
Which of these things
might float?



Look at the pictures.
Which things sink in the water?
Which ones float on the water?
Did you guess right?

Name _____

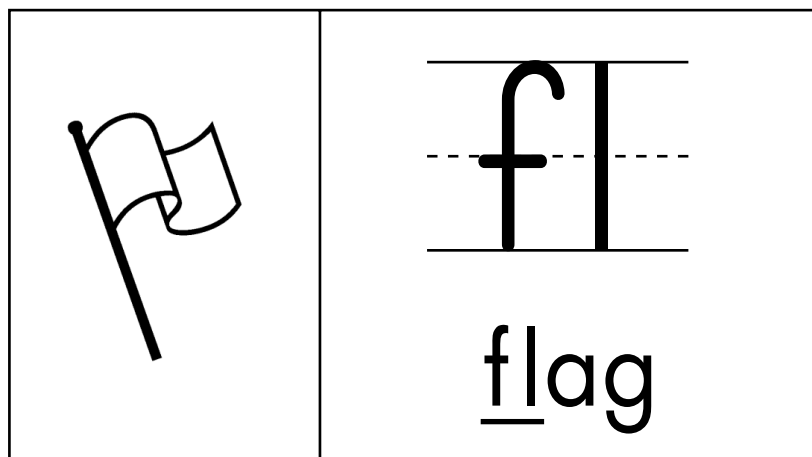
	Before		After	
Object	Sink	Float	Sink	Float
				
				
				
				
				
				

DOES IT SINK OR FLOAT? • LEVEL F • 1

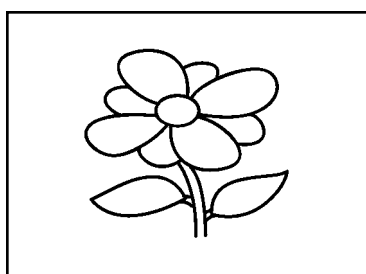
SKILL: PREDICTION

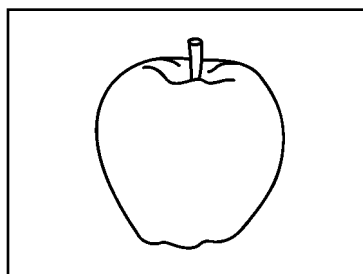
INSTRUCTIONS: Before reading, have students predict whether each object will sink or float and write a check mark in the *Before* column. As they read, have them write the outcome in the *After* column.

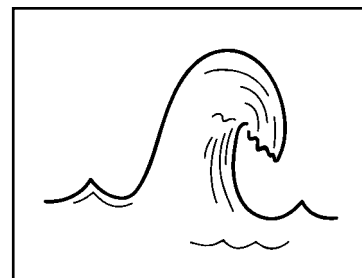
Name _____

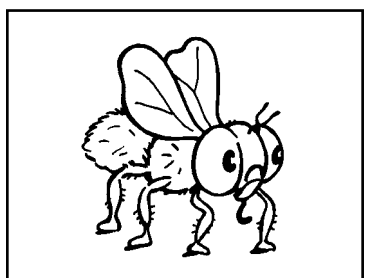


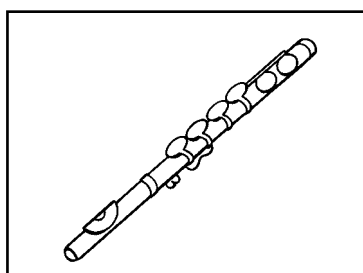
DOES IT SINK OR FLOAT? • LEVEL F • 2

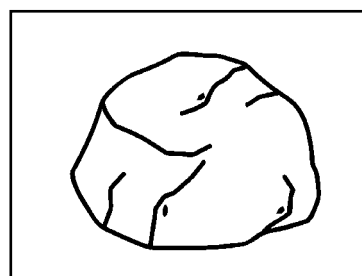












SKILL: INITIAL CONSONANT BLEND FL

INSTRUCTIONS: Have students write the consonant blend *fl* under the pictures that begin with the /fl/ sound.

Name _____

1. Will the rock sink or float _____

2. Will a cork sink or float _____

3. Will an apple sink or float _____

4. Which of the things might sink _____

5. Which of the things might float _____



INSTRUCTIONS: Read each sentence with students. Have students place a question mark at the end of each sentence. Have them answer each question with a telling sentence.

Taste This

A Reading A-Z Level F Leveled Reader

Word Count: 109



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LEVELED READER • F

Taste This



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Taste This
Level F Leveled Reader
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Written by Kim Brown

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Correlation

LEVEL F	
Fountas & Pinnell	F
Reading Recovery	9–10
DRA	10



Table of Contents

Introduction	4
Salty Taste	6
Bitter Taste	7
Sour and Sweet Taste	8
Conclusion	11
Index	12



Introduction

We use our tongue to taste.
Foods can taste salty, bitter,
sour, or sweet.



Can you guess how these foods can taste?



Salty Taste

These are pretzels.
Pretzels can taste salty.
We use salt to give foods
a salty flavor.



Bitter Taste

This is spinach.
Spinach can taste bitter.
Some people do not like
bitter flavors.



Sour and Sweet Taste

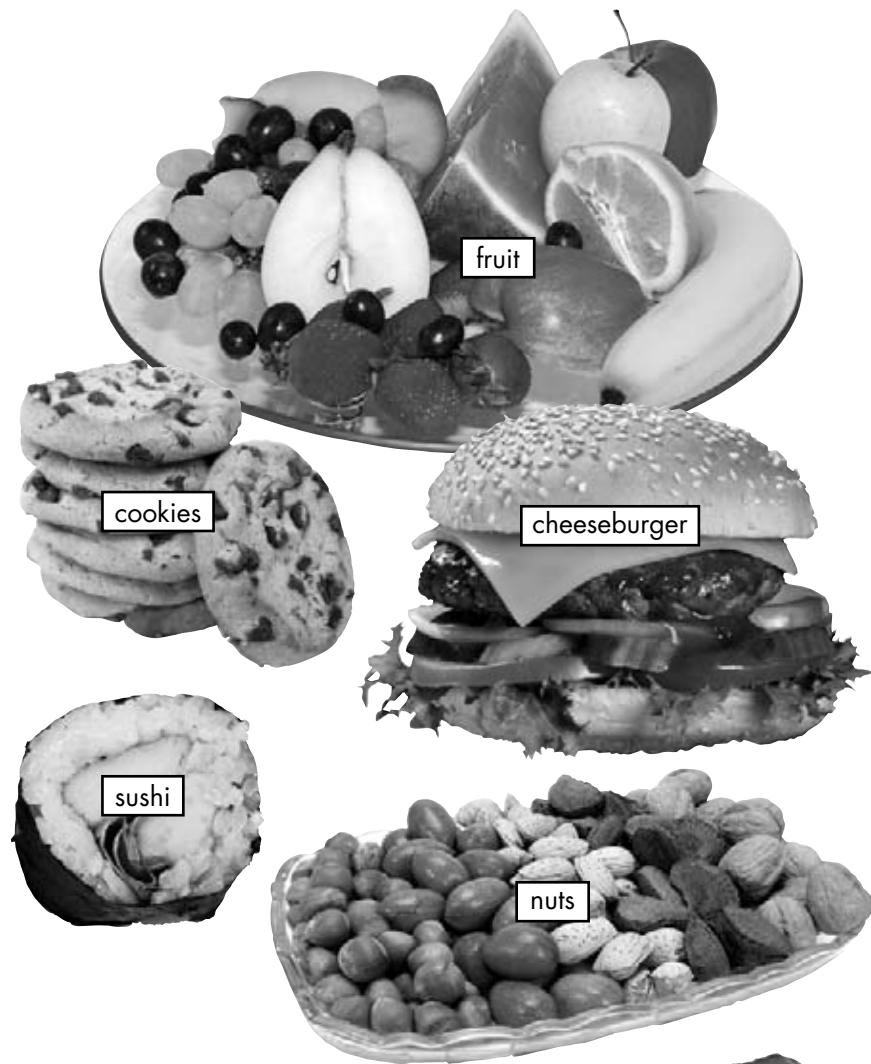
This is a lemon.
Lemons can taste sour.
Some people do not like
sour flavors.



This is honey.
Honey can taste sweet.
We use honey to give foods
a sweet flavor.

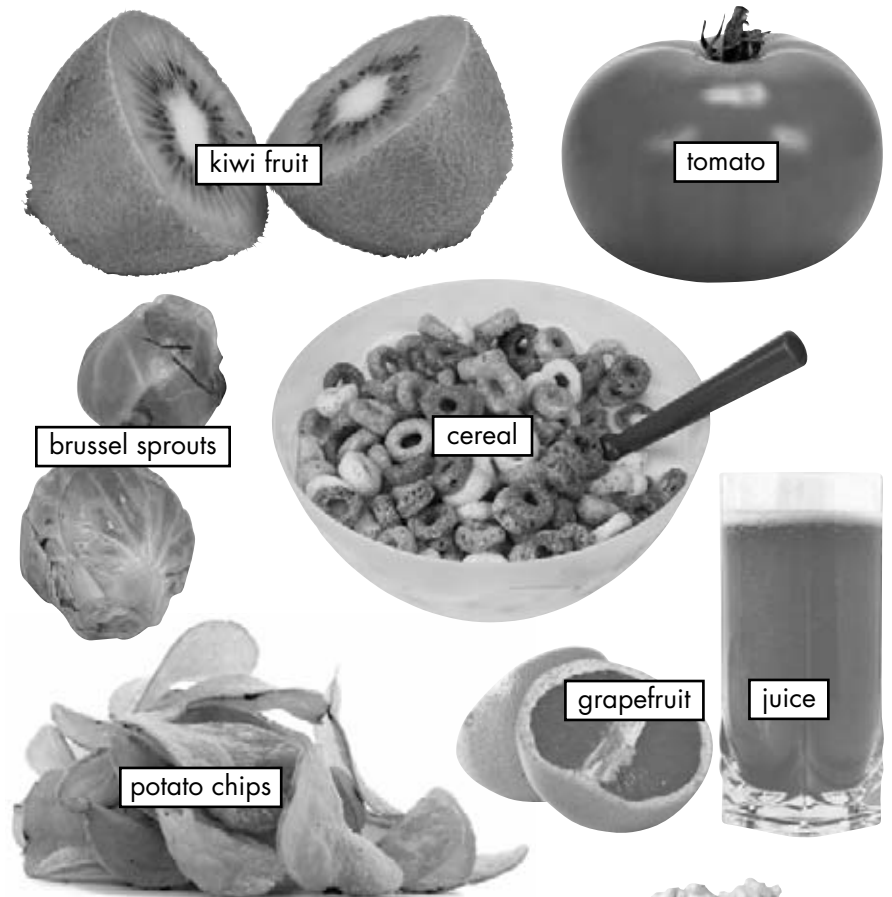


These are apples.
Apples can taste sweet or sour.
Do you like sweet apples?
Or do you like sour apples?



Conclusion

How do your favorite foods taste?



Index

bitter, 4, 7

salty, 4, 6

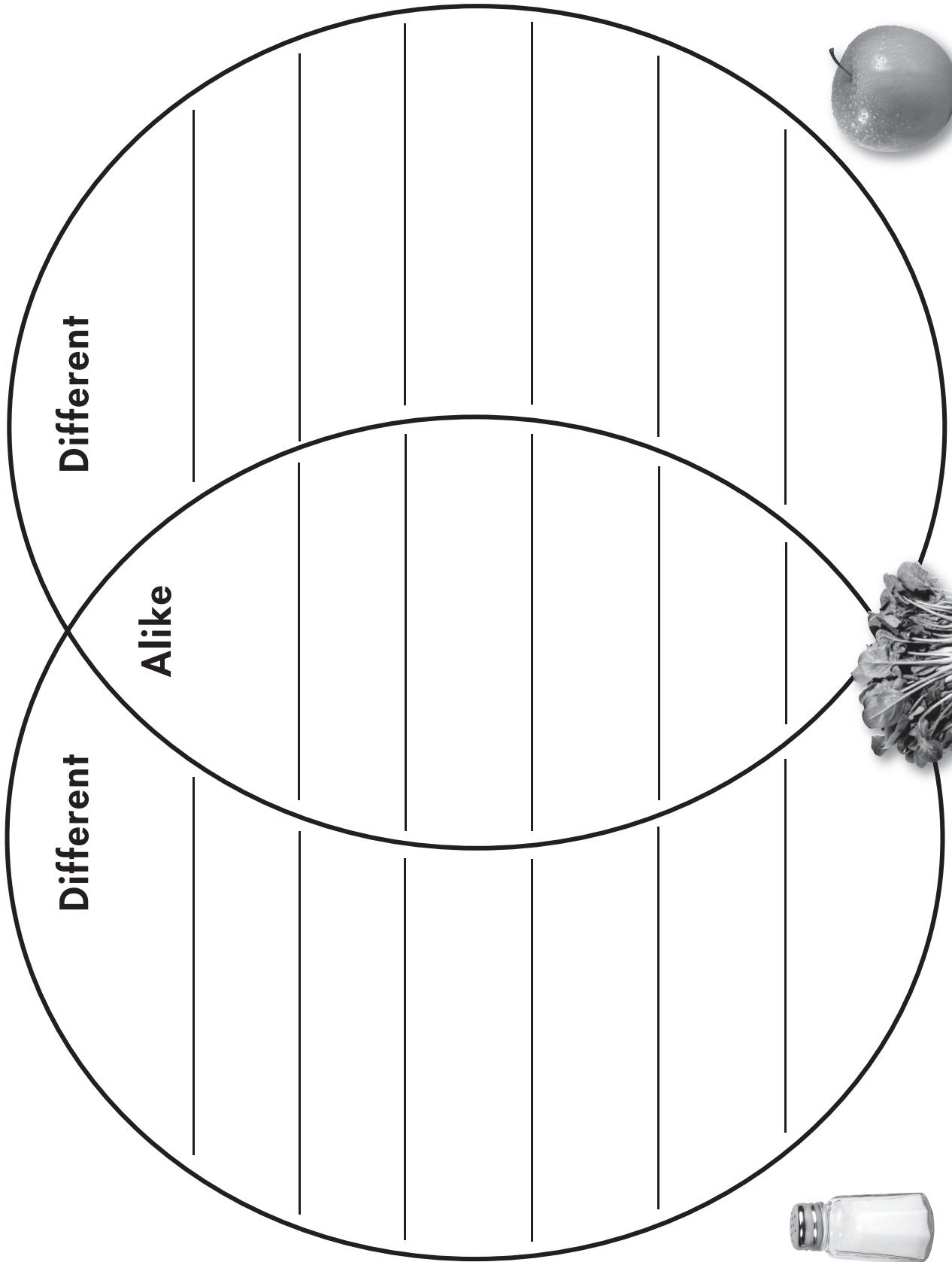
sour, 4, 8, 10

sweet, 4, 9, 10



Name _____

Topic: _____



TASTES THIS • LEVEL F • 1

SKILL: COMPARE AND CONTRAST

INSTRUCTIONS: Have students choose two foods from the book and use the Venn diagram to compare and contrast them.

Name _____

apple

mask

lamp

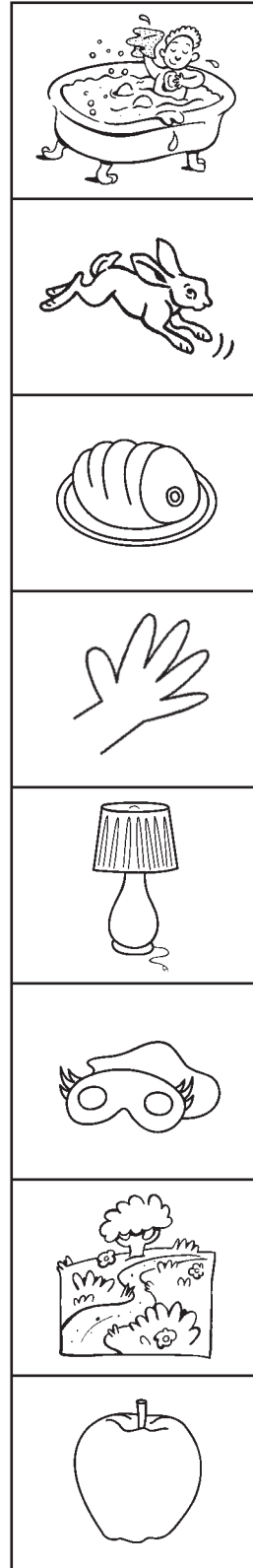
bath

rabbit

hand

ham

path

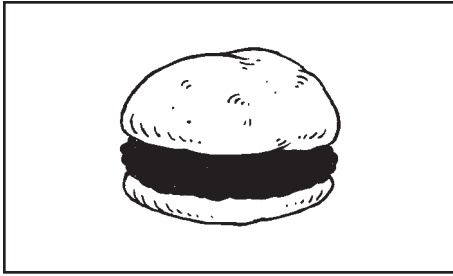


TASTES THIS • LEVEL F • 2

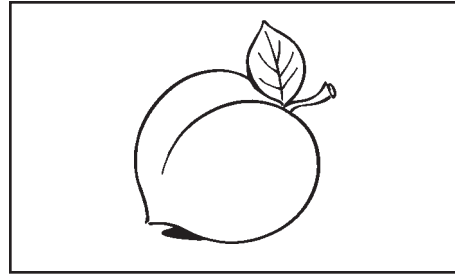
SKILL: SHORT /a/ VOWEL

INSTRUCTIONS: Say the names of the pictures with students. Have students draw a line to match the words with the pictures and circle the short *a* in each word.

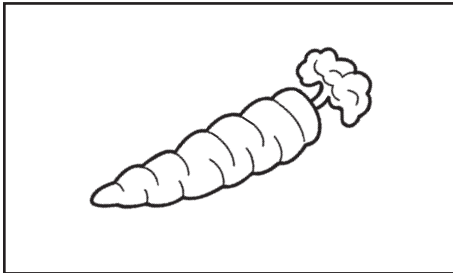
Name _____



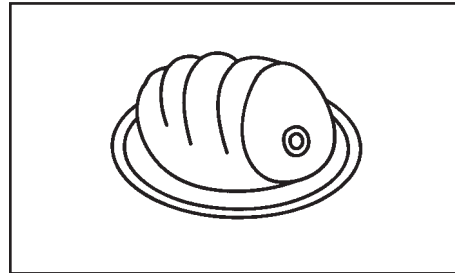
This is a juicy hamburger.



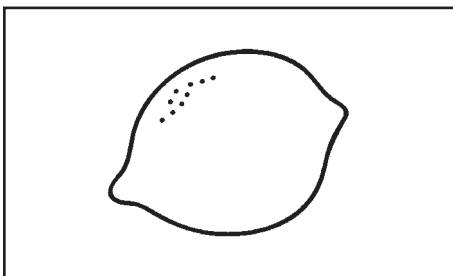
This is a sweet peach.



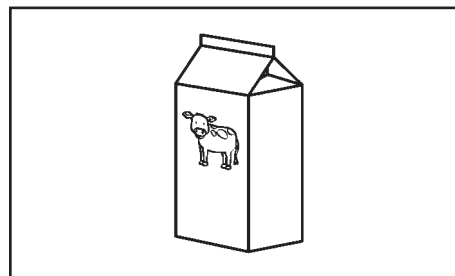
This is an orange carrot.



This is salty ham.



This is a sour lemon.



This is cold milk.

My Sentence:

INSTRUCTIONS: Have students read each sentence and circle the adjective. Then have them write an original sentence about food on the line provided using one of the adjectives.

Friends in the Stars

A Reading A-Z Level F Leveled Reader

Word Count: 129



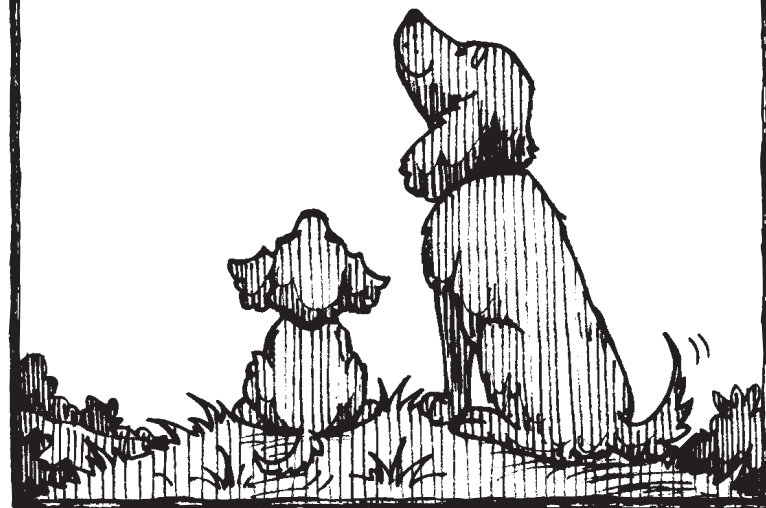
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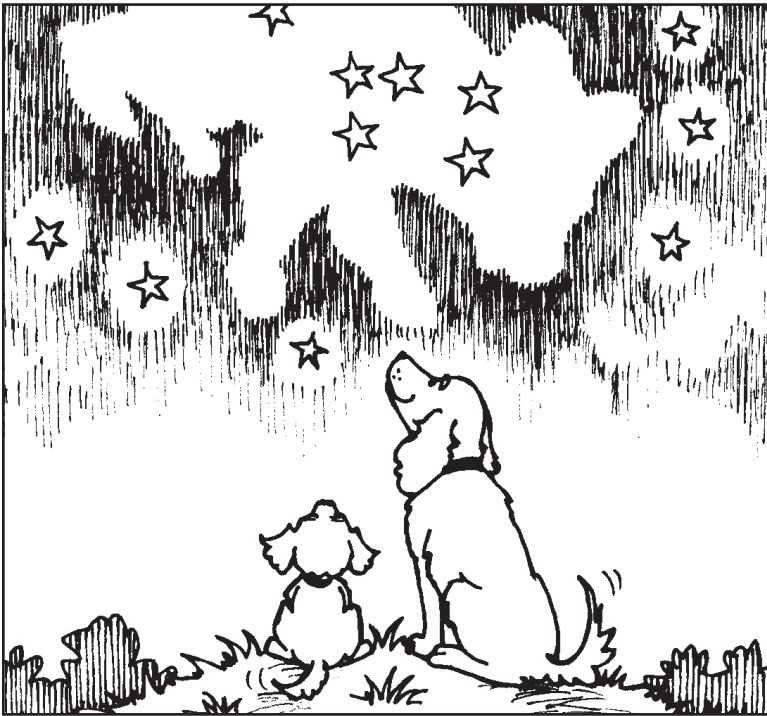
Friends in the Stars

Written by Racheal Rice
Illustrated by Michelle Dorenkamp



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Correlation

LEVEL F	
Fountas & Pinnell	F
Reading Recovery	9–10
DRA	10



"Momma Dog, Momma Dog,
what do you see?"
"I see an eagle looking down
at me."



"Puppy Dog, Puppy Dog,
what do you see?"
"I see a dragon breathing fire
at me."



"Momma Dog, Momma Dog,
what do you see?"
"I see a snake slithering
quickly at me."



"Puppy Dog, Puppy Dog,
what do you see?"
"I see a fox hunting eagles
with me."



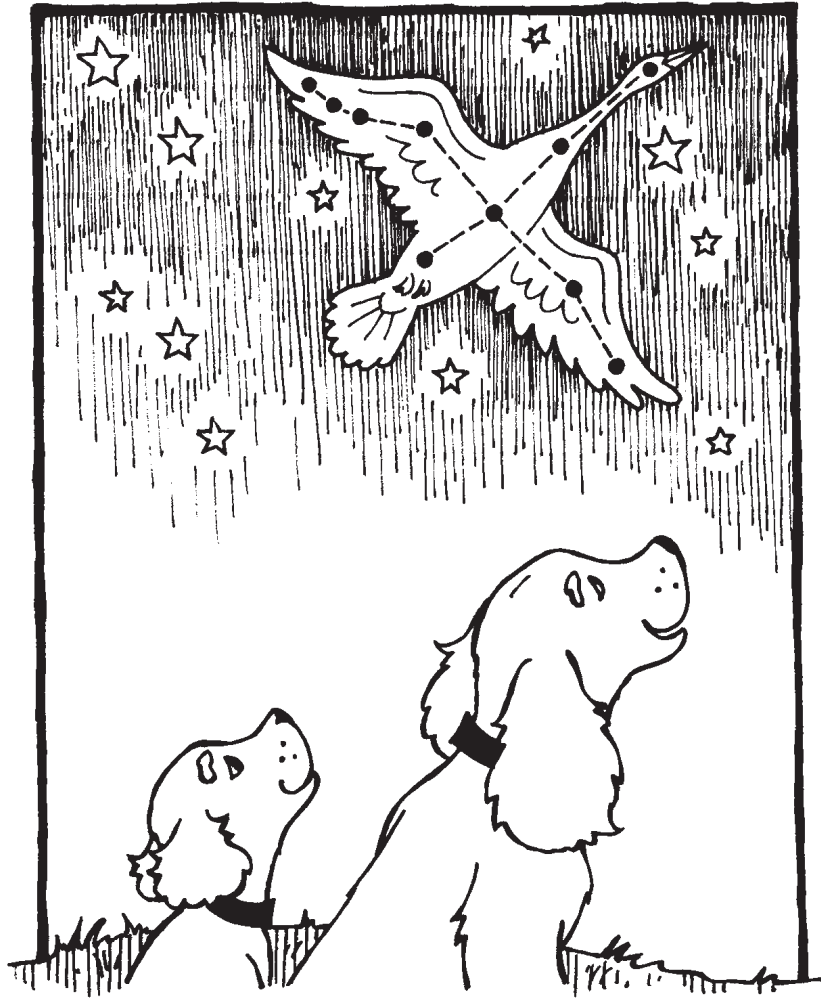
"Momma Dog, Momma Dog,
what do you see?"

"I see a fair king ruling
over me."



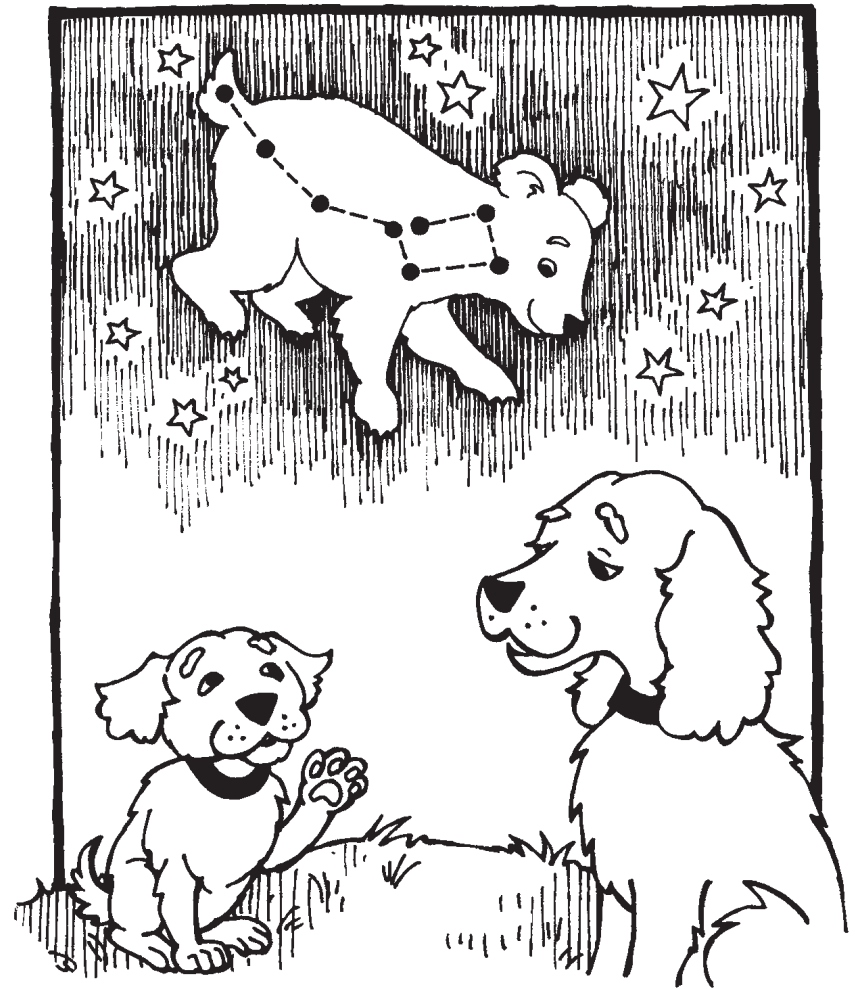
"Puppy Dog, Puppy Dog,
what do you see?"

"I see a pretty queen waving
at me."



"Momma Dog, Momma Dog,
what do you see?"

"I see a white swan flying
away from me."



"Puppy Dog, Puppy Dog,
what do you see?"

"I see a little bear making
friends with me."

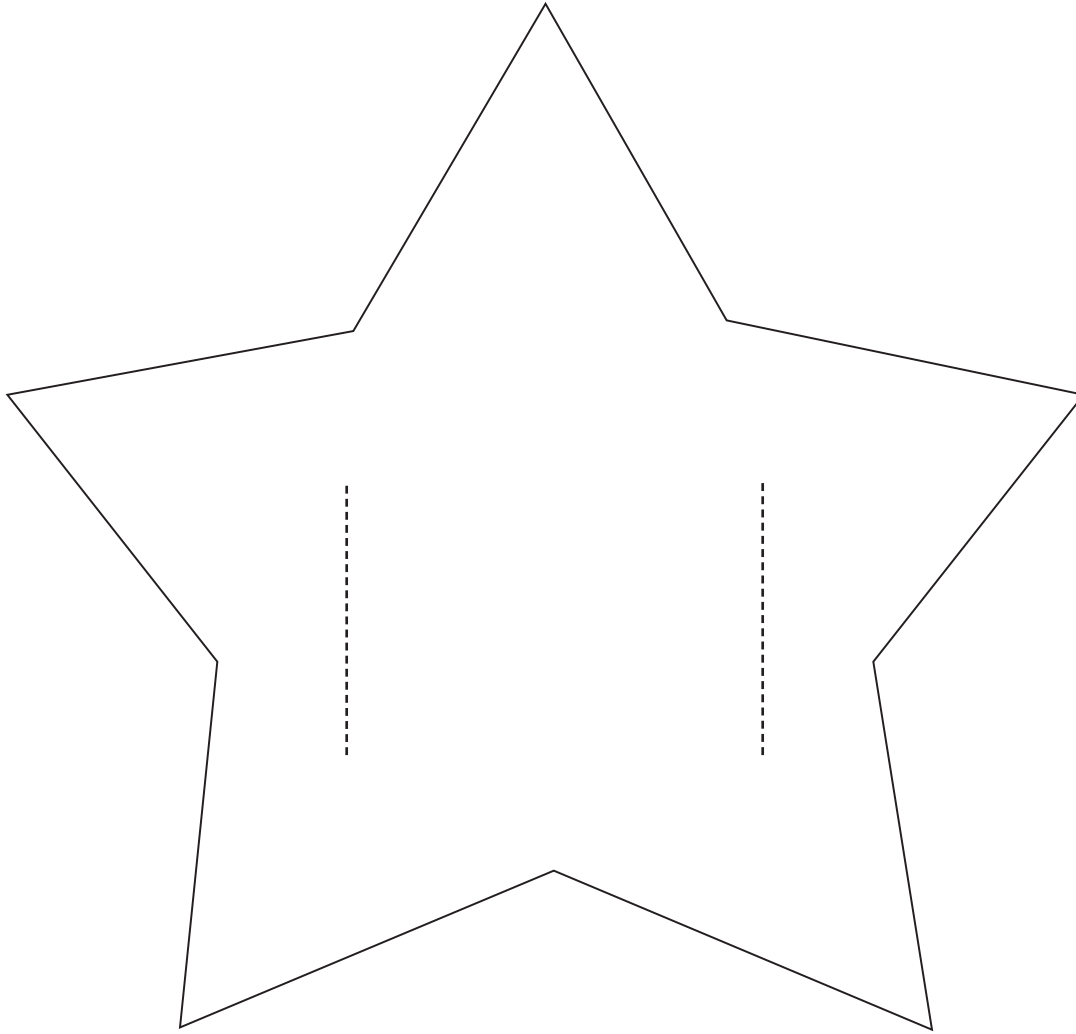
Name _____

Real	Make-Believe



INSTRUCTIONS: Have students cut out the pictures and paste them under the appropriate heading.

Name _____



			Apply glue here
fold and glue			

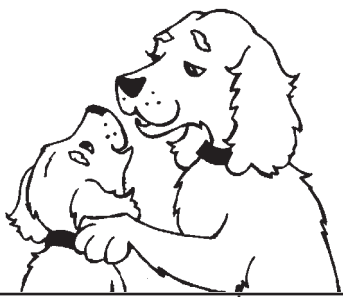
INSTRUCTIONS: Have students cut out the star and the word strip. Cut the two slits in the middle of the star. Have students write six s-blend words from the chart onto the word strip. Have them feed the word strip through the star and read each word as it appears in the small window.

Name _____

Question Word	Tally Marks	Total
Who		
What		
When		
Where		
Why		
How		
Is		

INSTRUCTIONS: Have students find a partner. Have student #1 ask student #2 a question. Have student #2 put a tally mark in the column next to the question word that was at the beginning of the question. Then have student #2 ask his or her own question and have student #1 mark his or her worksheet. Have each student move to a different student and ask another question.

Name _____

			What
			When
Why	Who	Where	

1. _____ do you see?
2. _____ are we going?
3. _____ can we go home?
4. _____ is that look at me?
5. _____ are you looking up?

My Question:

INSTRUCTIONS: Have students write a question word to complete each question. Then have them to write an original question using one of the question words in the word box.

Hibernation

A Reading A-Z Level F Leveled Reader

Word Count: 115



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Hibernation



**Multi
level
F I M**

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Hibernation
Level F Leveled Reader
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Written by Kira Freed

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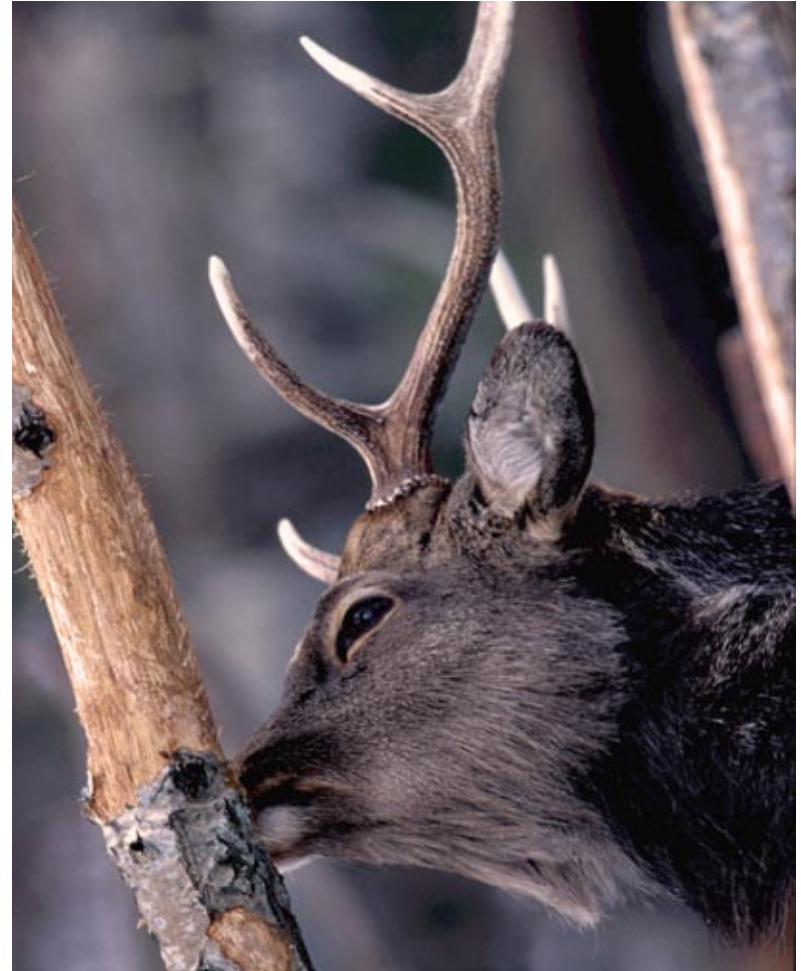
Correlation

LEVEL F	
Fountas & Pinnell	F
Reading Recovery	9-10
DRA	10



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No Food in Winter

Some animals can't find food in the winter.
Some of these animals hibernate.



What Is Hibernating?

Hibernating is like a deep sleep.
This sleep can last for weeks.



Animals breathe slowly when
they hibernate.
Their hearts beat slower.
They do not eat.



How Do They Stay Alive?

Hibernating animals eat lots of food before winter. The food stays in their bodies as fat.



Animals live off this fat while they sleep. They also need a safe place to sleep.



They need to be safe from the cold.
They need to be safe from hungry animals.



Hibernating Animals

Snakes and frogs hibernate.
Turtles and mice hibernate.
Squirrels and bats hibernate.



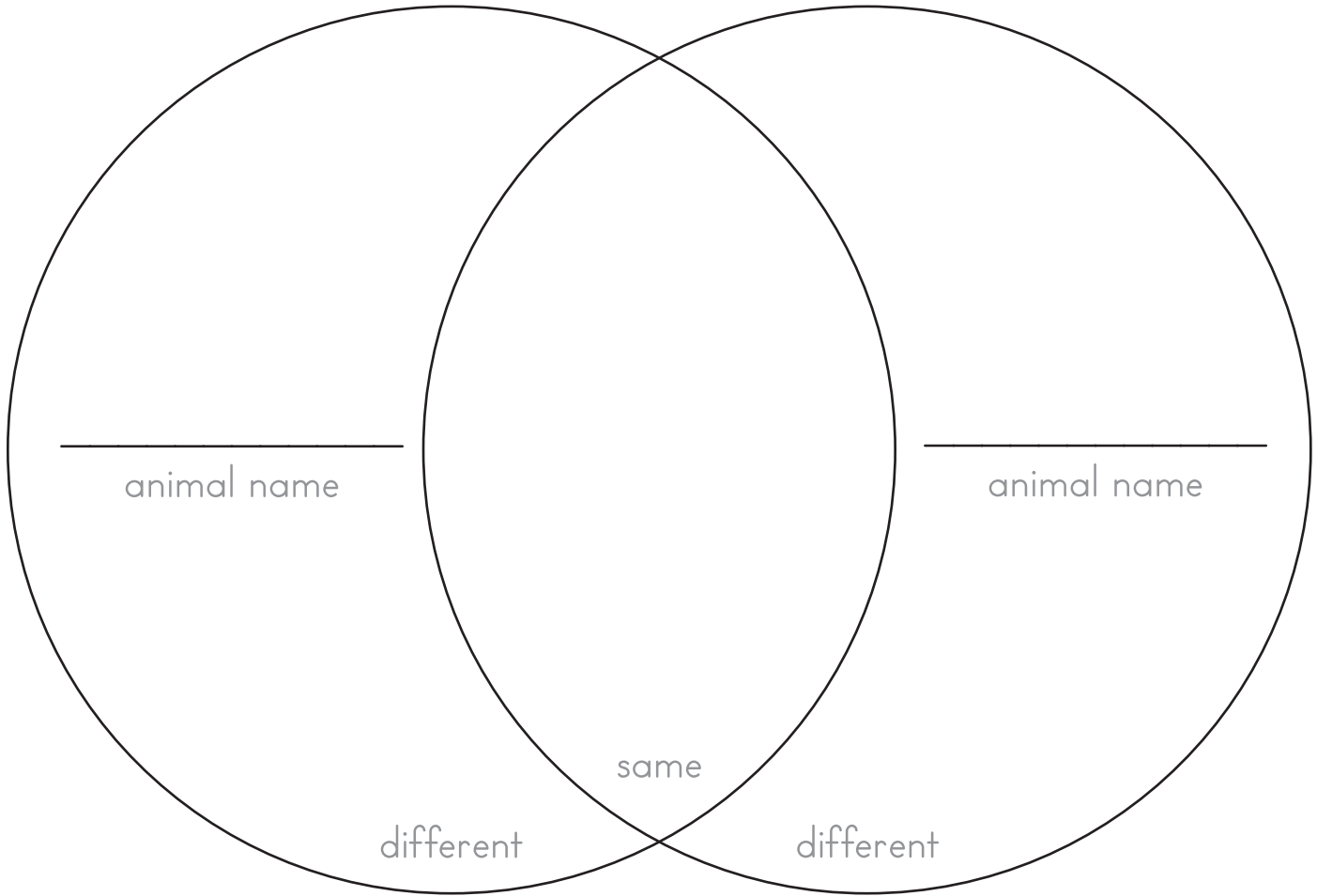
Bears hibernate.
Raccoons and skunks
hibernate too.
All the hibernating animals
wake up in the spring.

Index

breathe, 6
food, 4
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hibernate, 4
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Name _____



SAME: _____

DIFFERENT: _____

INSTRUCTIONS: Have students choose two hibernating animals from the book and write the name of one animal in each circle. Where the circles overlap, have students list things that are the same about the two animals. Have students write things that are different about the two animals where the circles are separate. Then, in the spaces below, have students write two sentences, one naming a way the two animals are the same and one naming a way in which the two animals are different.

Name _____

1. A hibernating animal can sleep for many days.

2. Food is hard to find in the winter.

3. A frog sleeps in the mud.

4. Animals may hibernate in a burrow or a cave.

5. For more information about animals, read an animal book!

INSTRUCTIONS: Have students read each sentence and circle all the common nouns.

Name _____

1. snake

1. _____

2. bear

2. _____

3. animal

3. _____

4. dormouse

4. _____

5. groundhog

5. _____

6. turtle

6. _____

7. raccoon

7. _____

8. mud

8. _____

9. frog

9. _____

10. winter

10. _____

INSTRUCTIONS: Have students put the words from the list in alphabetical order.

LEVELED READER • F

Firefighters

Written by Katie Knight

www.readinga-z.com

**Multi
level
F J M**

Firefighters

A Reading A-Z Level F Leveled Reader • Word Count: 110



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Written by Katie Knight

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Fountas & Pinnell	F
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fire truck

A fire truck races to a fire.
Firefighters put out fires.

3

They also help keep fires from starting.
They teach about fire safety.

4

Firefighters teaching a fire safety class.





Firefighters try to put out a fire in a large factory.

Firefighters fight many kinds of fires.
They help people and save lives.

5

They fight fires in tall buildings.
They also fight forest fires.

6

A plane dumps chemicals on a forest fire.





hose



smoke mask

air tank

Firefighters use many tools.
They use water to put out fires.

7

They use axes to break down doors.
They use ladders to reach high places.

8



ladder



axe



fire truck

Fire trucks spray water on fires.
Tanker trucks carry water.

9

01

Ladder trucks carry ladders.
Some ladders are very tall.

ladder truck





Men and women study to become firefighters.

Firefighters go to school.
Firefighters must pass a test.

11

12

Every year fires take many lives.
Firefighters help keep us safe.

Firefighters save people and buildings every day.



Name _____

What I Know	What I Want to Know	What I Learned

INSTRUCTIONS: In the first column, have students write what they already know about the topic. In the second column, have them write what they would like to learn. After students finish reading, have them fill in the third column with what they learned from the book.

Name _____

Firefighter Topic	Detail

INSTRUCTIONS: After completing the first example as a group, have students record the key details from the book about firefighters.

Name _____

1. The man climbed the ladder. He was careful not to fall.

2. A truck raced down the street. It had a loud siren.

3. My cousins came to visit. They live in a different town.

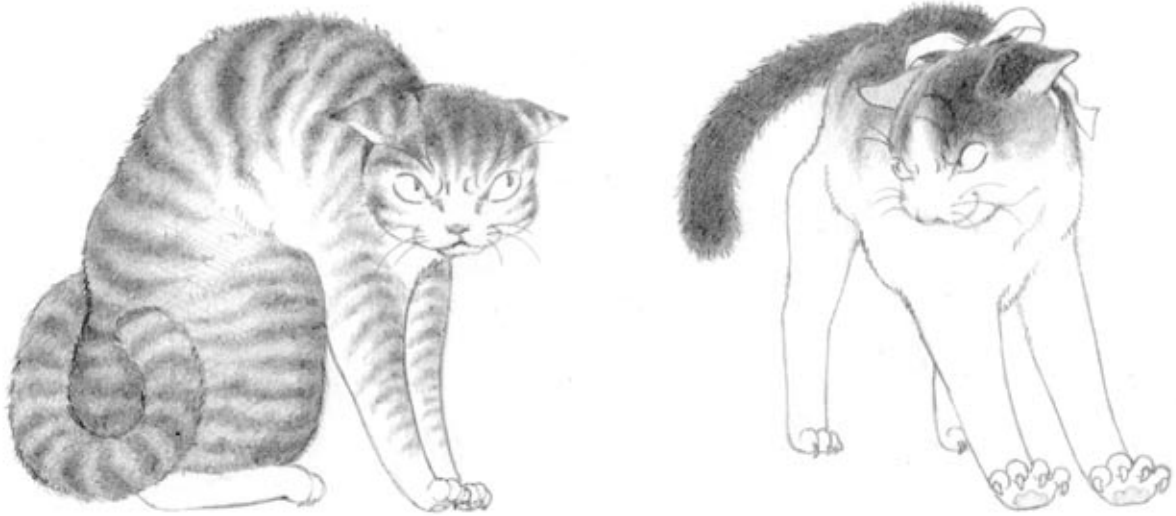
4. The teacher planned a field trip. She is taking us to a firehouse.

5. My friends and I went to the park. We had a bonfire there.

INSTRUCTIONS: Have students read each pair of sentences. Then have them draw a line under the pronoun in the second sentence and circle the noun in the first sentence that it replaces or represents.

LEVELED READER • F

Best of Friends



Written by Katherine Page • Illustrated by Kaori Tajima

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Best of Friends

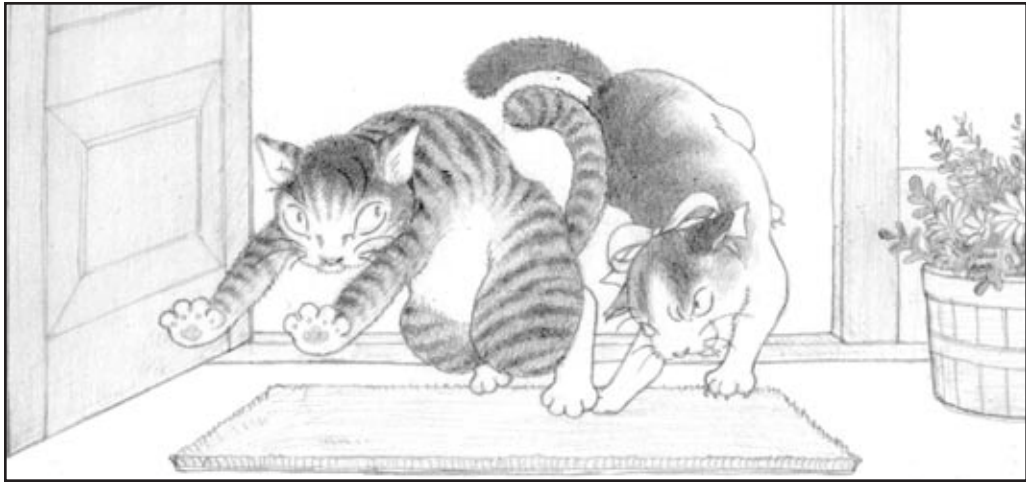
A Reading A-Z Level F Leveled Reader • Word Count: 127



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Best of Friends



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Illustrated by Kaori Tajima

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10	DRA
9-10	Reading Recovery
F	Fountas & Pinnell

Correlation
LEVEL F

Best of Friends
Level F Leveled Reader
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Tiger and Lily were enemies.
If Tiger hissed, Lily hissed.

3

If Lily got to the food first, Tiger hissed.
If Tiger got to the food first, Lily hissed.

4





If Tiger played with the toy, Lily hissed.
If Lily played with the toy, Tiger hissed.

5

If Lily was fast asleep,
Tiger had great fun waking her up.
Sometimes Tiger was fast asleep.
Lily had great fun waking him up.

6





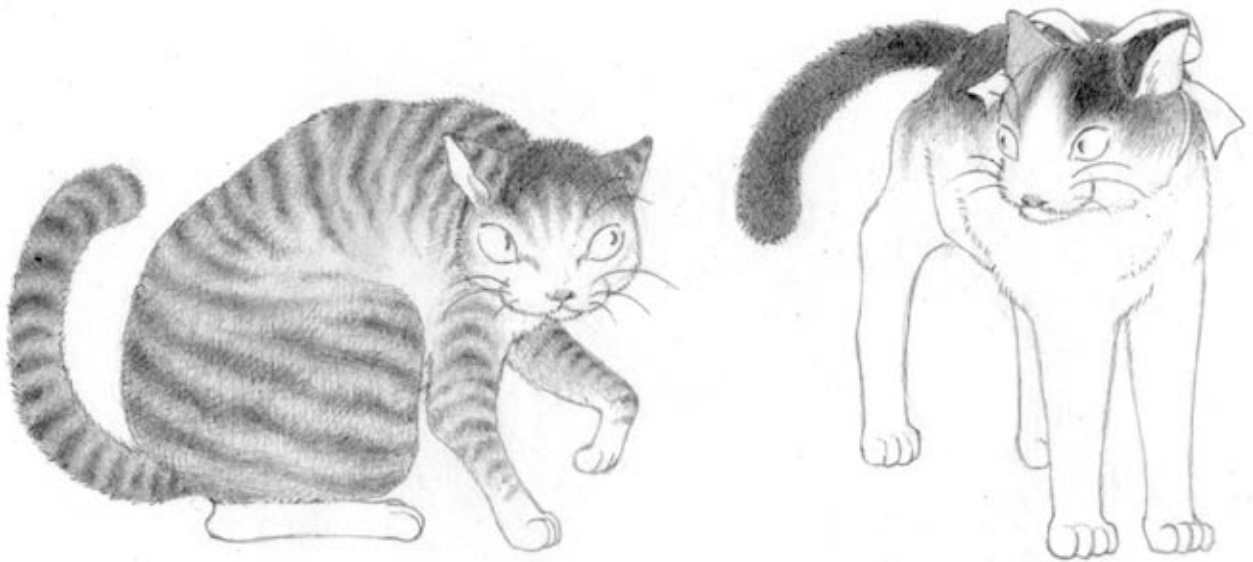
If Tiger sat in a lap first, Lily hissed.
If Lily sat in a lap first, Tiger hissed.

7

If the back door opened,
they raced to get outside.
If Lily got there first, Tiger hissed.
If Tiger got there first, Lily hissed.

8





But something different happened
when no one was around.

9

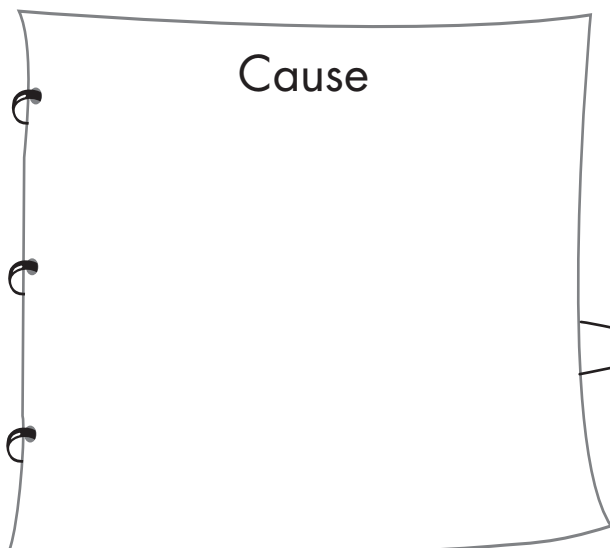
Tiger and Lily were
the best of friends.

10

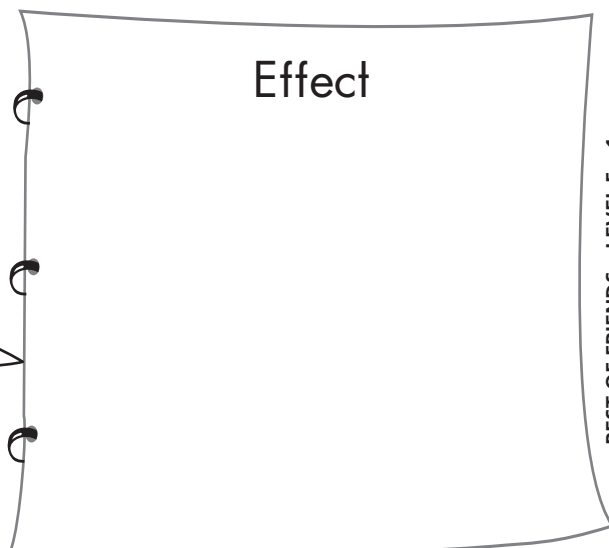


Name _____

Cause

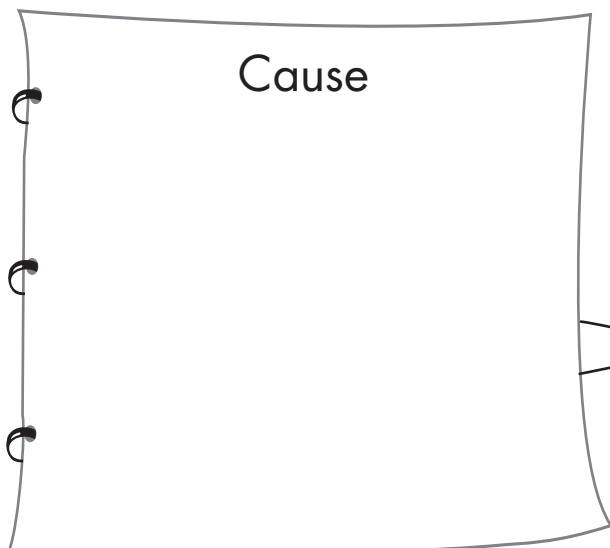


Effect

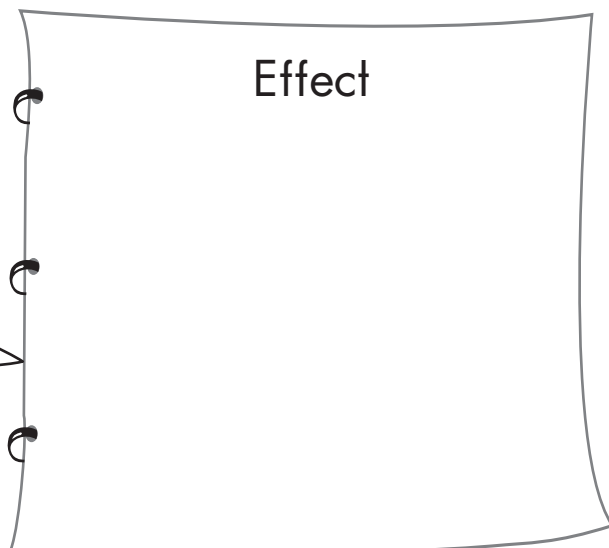


BEST OF FRIENDS • LEVEL F • 1

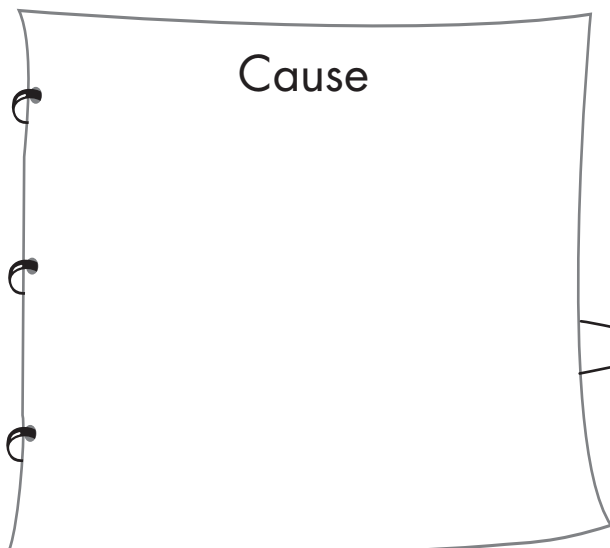
Cause



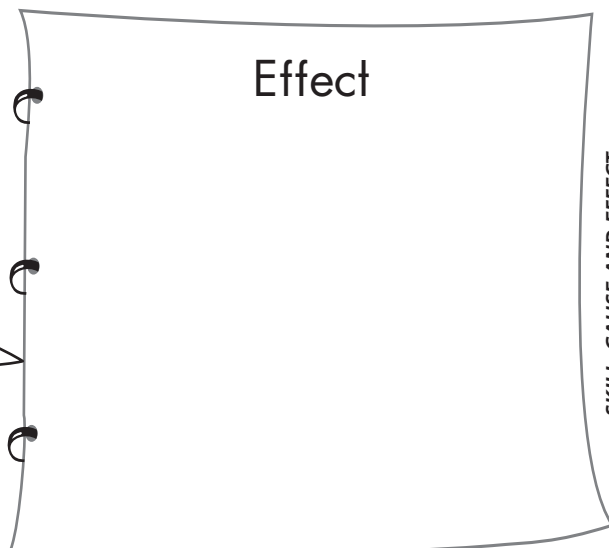
Effect



Cause



Effect

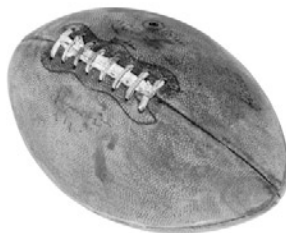


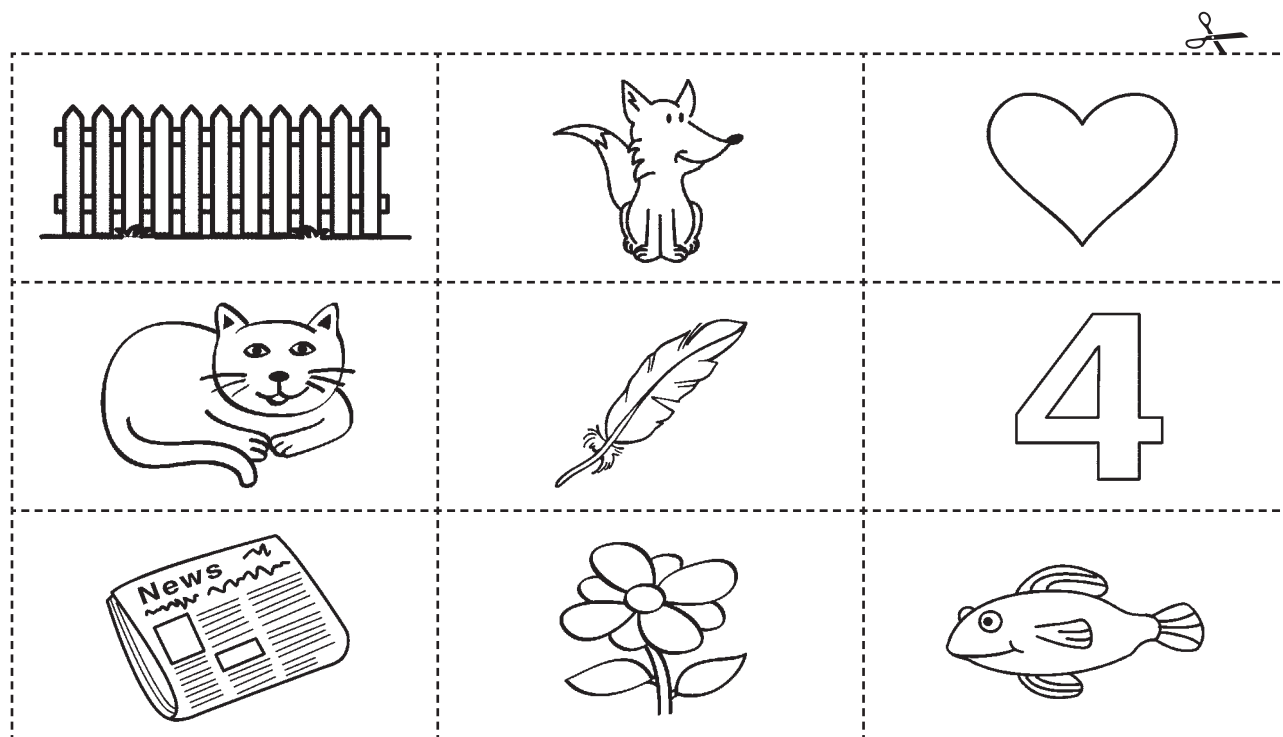
SKILL: CAUSE AND EFFECT

INSTRUCTIONS: Write cause-and-effect relationships in the correct boxes below.

Name _____

Ff



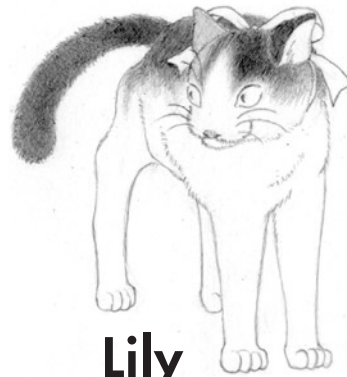


INSTRUCTIONS: Say the names of the pictures with students. Have students cut out the pictures and place the pictures that begin with the /f/ sound in the boxes at the top of the page.

Name _____



Tiger



Lily

1. _____ and _____ were enemies.
2. _____ got to the food first.
3. _____ played with the toy.
4. _____ woke _____ up.
5. _____ sat in the lap first.
6. _____ and _____ are the best of friends.

My sentence: _____

INSTRUCTIONS: Discuss the pictures at the top of the page and the names under them. Have students write the name of the cats in the blanks. Remind them to use capital letters.

The Three Little Pigs

A Reading A-Z Level F Leveled Reader

Word Count: 155




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LEVELED READER • F

The Three Little Pigs



Retold by Alyse Sweeney
Illustrated by Roberta Collier-Morales

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The Three Little Pigs



Written by Alyse Sweeney
Illustrated by Roberta Collier-Morales

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Correlation

LEVEL F

Fountas & Pinnell	F
Reading Recovery	9-10
DRA	10



Once upon a time, there lived
three little pigs.
Each little pig built a house.
The first little pig built
a straw house.



A wolf knocked on the door.
“Let me come in,” said the wolf.
“No!” said the little pig.
“Then I’ll blow your house in!”
said the wolf.



The wolf blew the house in.
The little pig ran to his
brother's house.



The second little pig built
a house of sticks.
He was not afraid of the wolf.



"Let me come in," said the wolf.
"No!" yelled the pigs.



The wolf blew the house in.
The little pigs ran to their
brother's house.



The third little pig built
a brick house.
His brothers warned him about
the wolf.



"Let me come in," yelled
the wolf.
"No!" shouted the little pigs.



The wolf huffed and puffed.



But the wolf could not blow down the brick house.
The three little pigs lived happily ever after.

Name _____

Page 3

Pages 4 to 7

THE THREE LITTLE PIGS • LEVEL F • 1

Pages 8 to 11

Pages 12 to 16

SKILL: VISUALIZE

INSTRUCTIONS: Have students draw what they visualized in their mind for the pages indicated above each box.

Name _____

Beginning

1

2

3



4

5

Ending

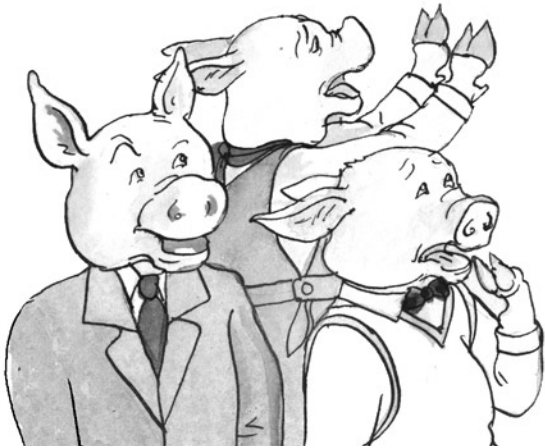
INSTRUCTIONS: Write the events of the story in the correct order, beginning at the top with the first box and ending at the bottom with the last box.

Name _____

Past-tense verbs	Present-tense verbs

INSTRUCTIONS: Use your book to find all of the regular past-tense verbs that the author used. Write all of the past-tense verbs in the left-hand box, and then write all of their present-tense matches in the right-hand box.

Name _____



stood	out
destroyed	sadly
last	weaker
their	whispered

Word	Antonym	Thesaurus
first		
sat		
stronger		
in		
your		
built		
shouted		
happily		

INSTRUCTIONS: Choose an antonym for each word from the box. Put a check mark in the thesaurus box across from each word after you have checked your answers in a thesaurus.